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ABSTRACT

This report examines current and historical international student and faculty exchange data, based on surveys of foreign students and scholars in the United States and U.S. students in study abroad programs. Fourteen chapters present data on: (1) foreign student totals; (2) foreign students by region of origin; (3) foreign students by country of origin; (4) academic level of foreign students by region; (5) field of study and sex of foreign students by country; (6) worldwide student mobility, including leading host countries and regions; (7) foreign student totals in the United States by region and state; (8) funding and expenditures by foreign students; (9) foreign student totals by institution and Carnegie Classification; (10) academic and personal characteristics of foreign students; (11) foreign students in intensive English programs in the United States; (12) numbers and destinations of U.S. students studying abroad; (13) numbers and destinations of foreign scholars in the United States; and (14) survey methodology. (MDM)

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Open Doors

1994 - 1995

Report on International Educational Exchange

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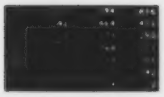

open doors 1994/95

REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE

Todd M. Davis, Editor

Institute of International Education
809 United Nations Plaza
New York, NY 10017-3580

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FOREWORD

Rethinking International Student Mobility

One of modern art's great gifts to this century lies in the struggle of artists to free their perceptions from the tyranny of the literal particular. The movement to pure abstraction held within it a challenge to society to see things anew, to see them in novel ways, to see beneath the surface, more deeply, fundamentally and universally. Contemporary social science and policy analysis also call on us to confront changing global circumstances with deeper and more universal perspectives on what is becoming the new world.

The end of the Cold War is ushering in a profound global realignment that has, at very least, political and economic implications for our nation. International student exchanges were seen after the end of the Second World War as vital to building democracy and reconstructing war-ravaged continents. During the Cold War, exchange became, in part, another means by which the East and West could bolster allies and compete for the hearts and minds of uncommitted nations. For the United States, Cold War commitments preserved the free world, but perhaps at the cost of maintaining our ability to be aggressively competitive in the post Cold War era. During the last five years the international dimension of educational and information exchange has begun to be recognized as integral to the development and maintenance of technology-based economies. Exchanges which were once seen as unalloyed blessings for both the host and the sending nation are beginning to be seen as more complex, mixed exchanges which are embedded in a web of other connections between countries.

For analysts, administrators, policy makers and the general public who have both an interest in and need for information about the larger significance of student flows, there is a real need to move beyond the factoids of exchange. The basic "literal particulars" of binational exchanges must be framed by perspectives that look beyond the data. Seen with clear eyes, the exchange phenomena today reflects the tens of thousands of individual decisions made by people with their own economic interests in mind. From a U.S. perspective we must begin to view these phenomena with an eye to our own national competitiveness in an increasingly globalized marketplace. Of course there is risk that, in our need to make sense of the phenomena of student mobility, we will be led astray by either wisdomless reason or by an overly doctrinaire frame of reference, but perhaps the far greater risk is that we will fail to look at all.

This year's edition of *Open Doors* takes a look at student mobility data from perspectives that we hope will stimulate readers to reexamine their own understanding of student and scholar exchanges. This year's *Open Doors* contains the results of separate surveys of foreign students, foreign scholars, foreign students in Intensive English Programs (IEPs) and U.S. students in study abroad programs. *Open Doors 1994/95* also contains the results of an individual foreign student survey formally called *Profiles* as well as sidebars by academics and professionals from various countries. It is our hope that reporting the results of these surveys, along with policy-relevant essays, in one volume will encourage readers to consider this phenomena more broadly and completely. As last year, we encourage your active participation in this continuing dialogue around issues of international student mobility and your reaction to the data, interpretive essays and issues raised in this edition of *Open Doors*.

Todd M. Davis
Director of Research
Institute of International Education

New York City
October 9, 1995

Acknowledgments

- The preparation of this report would not have been possible without the support and contributions we received from many individuals and organizations. The Institute of International Education gratefully acknowledges grant support from the Bureau of Educational and Cultural Affairs of the United States Information Agency for the implementation of the Annual Census of Foreign Students, the Foreign Scholars Survey, the Intensive English Language Survey, the Survey of U.S. Study Abroad, the Individual Foreign Student Data Survey and for the production of *Open Doors*.

- The Institute also acknowledges the invaluable assistance of the members of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and of NAFSA: Association of International Educators in obtaining the data. The International Education Data Collection Committee (IEDC) consists of representatives from AACRAO, IIE and NAFSA. Among its major objectives are to advise and assist the Institute in the collection, analysis and publication of data on international educational exchanges. The members of the 1994/95 committee are as follows: Jim Gehlhar (chair), University of Tennessee- Knoxville; Jim Buschman of Syracuse University and Jan Sandor of the University of Georgia, representing NAFSA; Jeanne-Marie Duval of the NAFSA staff; and V. Shelby Stanfield of the University of Texas, representing AACRAO.

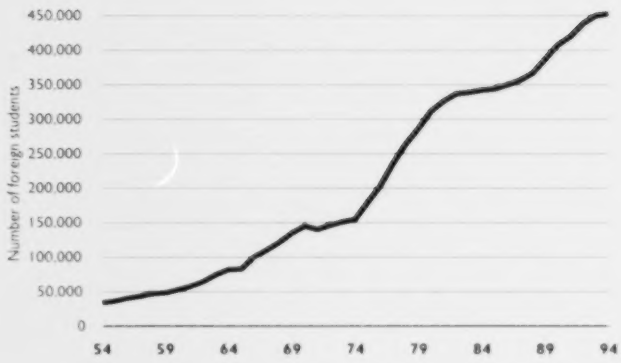
■ This report has benefited from the thoughtful writing on the implications of student exchange made by our sidebar contributors. The names of these individuals are given in the bibliographic note which accompanies their contribution. This report has also benefited substantially from the contributions made by Liduine Bremer of NUFFIC, the Netherlands exchange organization; and Britta Baron of the Deutscher Akademischer Austauschdienst (DAAD). Thanks are due also to DAAD and the Academic Cooperation Association, Brussels, Belgium, for their continued support of research on the international dimension of exchange. Closer to home, we are grateful for the colleagueship and intellectual leadership of Professors William Cummings of the State University of New York at Buffalo and Philip Altbach of Boston College.

■ Many others inside and outside the Institute contributed their special skills to this report. The production staff for this report was led by Lisa Rhoades who oversaw the production of this report, and the design of the interior pages was by Renée Meyer. Cover design was executed by Dutton and Sherman Design. Typography and page layout was by Ian Walker Communications. Copyediting of the manuscript was done by Stephanie Hartman. Principal contributors to this report in IIE's Research Division include Elizabeth Sutton and Loradelle Abbott. Ms. Sutton provided equal measures of intellectual support and good cheer for this project. Without her attention to detail and continuity, too many molehills might have become mighty mountains. Ms. Abbott was responsible for data management, data acquisition and table preparation. Her work, though technical in nature, has also depended upon her abilities to work closely with our data providers. Finally we wish to acknowledge our debt to the leadership of the Institute of International Education. During a year filled with uncertainties, one thing upon which we could count was the support of the Institute's officers and their commitment to a high quality policy-oriented report on international student and scholar exchange.

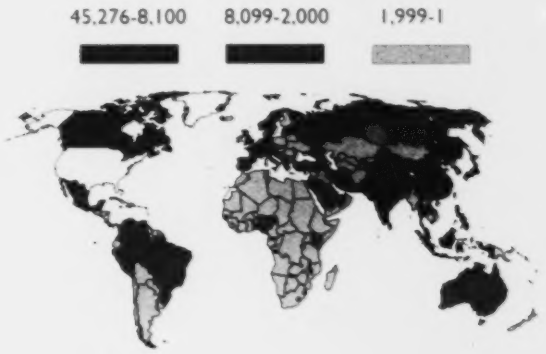
FAST FACTS: Open Doors 1994/95

FOREIGN STUDENT ENROLLMENT (Section 1)

Year	Foreign Students	Annual % Change
1954/55	34,232	
1964/65	82,045	9.7
1974/75	154,580	2.3
1984/85	342,113	0.9
1989/90	386,851	5.6
1990/91	407,529	5.3
1991/92	419,585	3.0
1992/93	438,618	4.5
1993/94	449,749	2.5
1994/95	**452,635**	**0.6**



WHERE THE STUDENTS COME FROM, 1994/95



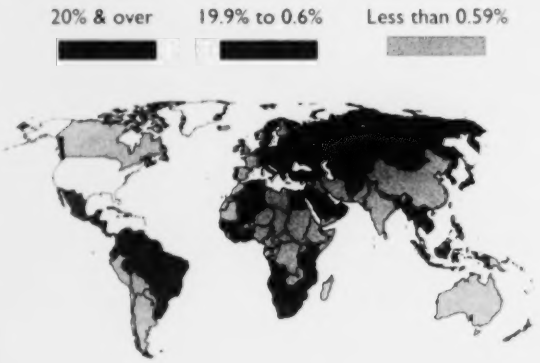
FOREIGN STUDENT TOTALS BY WORLD REGION, 1994/95 (Section 2)

Region of Origin	1993/94 Total	1994/95 Total	% Change
Africa	20,569	20,724	0.8
Asia	264,693	261,789	-1.1
Europe	62,442	64,811	3.8
Latin America	45,246	47,239	4.4
Middle East	29,509	30,246	2.5
North America	23,288	23,394	0.5
Oceania	3,857	4,327	12.2
WorldTotal	449,749	452,635	0.6

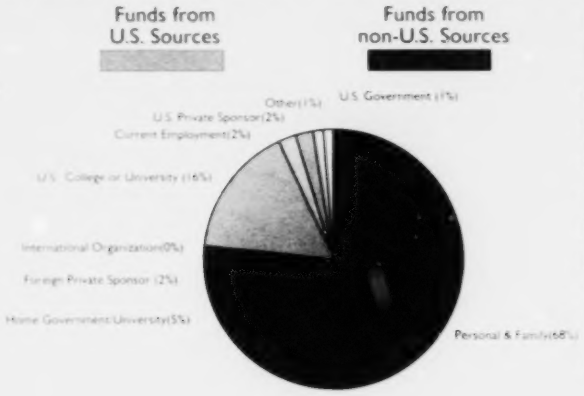
LEADING PLACES OF ORIGIN (Section 3)

	1993/94		1994/95	%
Locality	Number	Locality	Number	Change
China	44,380	Japan	45,280	3.4
Japan	43,770	China	39,400	-11.2
Taiwan	37,580	Taiwan	36,410	-3.1
India	34,800	Korea, Rep of	33,600	8.1
Korea, Rep of	31,080	India	33,540	-3.6
Canada	22,660	Canada	22,750	0.4
Hong Kong	13,750	Malaysia	13,620	-0.7
Malaysia	13,720	Hong Kong	12,940	-5.9
Indonesia	11,740	Indonesia	11,870	1.1
Thailand	9,540	Thailand	10,890	14.2
Germany	8,510	Mexico	9,000	12.2

PERCENTAGE CHANGE IN FOREIGN STUDENT ENROLLMENT, 1993/94 - 1994/95



PRIMARY SOURCE OF FUNDING, 1994/95 (Section 8)



Primary Source of Funds	Students	%
Personal & Family	309,557	68.4
U.S. College or Univ.	74,640	16.5
Home Government/Univ.	23,944	5.3
Current Employment	11,271	2.5
U.S. Private Sponsor	9,913	2.2
Foreign Private Sponsor	9,867	2.2
U.S. Government	5,386	1.2
International Organization	2,218	0.5
Other	5,839	1.3

INSTITUTIONS WITH THE MOST FOREIGN STUDENTS, 1994/95 (Section 9)

Boston University	4,734
U Southern Calif	4,259
U Wisconsin-Madison	3,964
NY U	3,832
Ohio St U	3,760
U Texas Austin	3,753
Columbia U	3,644
Harvard U	3,410
U Pennsylvania	3,168
U Illinois Urbana-Champ.	3,064
U Michigan-Ann Arbor	2,748
U Houston	2,646
Texas A&M U	2,627
U Minn-Twin Cty	2,606
George Washington U	2,591
Stanford U	2,587
Cornell U	2,567
Iowa State U	2,495
Southern Illinois U-Carbondale	2,485
U Maryland College Park	2,484
Purdue U	2,481
Arizona St U	2,473
Michigan St U	2,444
Northeastern U	2,383
Brigham Young U	2,367

WHAT FOREIGN STUDENTS STUDY, 1994/95 (Section 10)

Field of Study	1993/94 Students	%	1994/95 Students	%	% Change
Business & Management	87,268	19.4	91,427	20.2	4.8
Engineering	76,055	16.9	72,797	16.1	-4.3
Physical & Life Sciences	39,614	8.8	36,380	8.0	-8.2
Other*	39,613	8.8	45,720	10.1	15.4
Math & Computer Sciences	36,153	8.0	34,937	7.7	-3.4
Social Sciences	35,752	7.9	36,075	8.0	0.9
Fine & Applied Arts	24,097	5.4	23,389	5.2	-2.9
Health Sciences	19,786	4.4	20,728	4.6	4.8
Humanities	17,007	3.8	16,775	3.7	-1.4
Education	13,657	3.0	14,894	3.3	9.1
Agriculture	9,361	2.1	8,901	2.0	-4.9

* Includes fields such as General Studies, Communications and Law

ACADEMIC LEVEL (Section 10)

Academic Level	1994/95 Students	%
Undergraduate*	221,500	48.9
Graduate	191,738	42.4
Int. Engl. Lang.	16,207	3.6
Practical Training	13,208	2.9
Non-degree	9,981	2.2

* Includes Both Bachelor's and Associate Degree

HOST REGION OF U.S. STUDY ABROAD STUDENTS (Section 12)

Host Region	1991/92 %	1993/94 %
Africa	1.8	1.9
Asia	5.9	6.5
Europe	71.3	67.4
Latin America	12.3	13.4
Middle East	2.7	2.8
North America	0.9	0.7
Oceania	3.1	3.4
Multiple Regions	2.1	3.8
World Total	**71,154**	**76,302**

MAJOR FIELD OF STUDY OF U.S. STUDENTS ABROAD

Field of Study	1991/92 %	1993/94 %
Social Science & Humanities	38.4	37.1
Business & Management	12.0	13.6
Foreign Languages	14.0	11.3
Other	7.6	7.7
Fine or Applied Arts	9.9	7.7
Physical Sciences	3.8	5.3
Education	5.7	4.0
Dual Major	—	3.6
Undeclared	4.1	3.6
Engineering	1.6	2.3
Health Science	1.1	1.7
Math & Computer Science	1.1	1.1
Agriculture	0.7	0.9

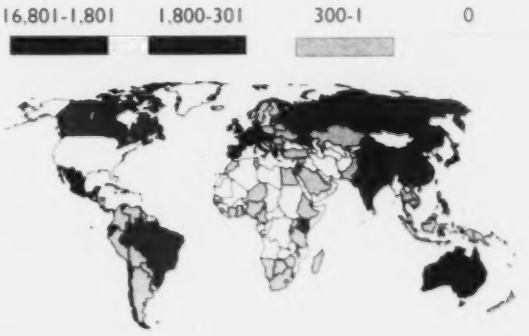
LEADING PLACES OF ORIGIN OF IEP STUDENTS

Locality	1993/94	1994/95	% Change
Japan	9,997	10,624	6.3
Korea, Repub. of	6,241	7,771	24.5
Taiwan	2,749	2,735	-0.5
Mexico	1,526	2,265	48.4
Thailand	1,663	1,883	13.2

LEADING HOST COUNTRIES FOR U.S. STUDY ABROAD

Locality	1991/92 Number	1993/94 Number	% Change
United Kingdom	16,610	16,812	1.2
France	8,160	7,919	-3.0
Spain	7,125	6,937	-2.6
Italy	5,346	6,410	19.9
Mexico	4,600	4,718	2.6
Germany	3,458	3,512	1.6
Australia	1,985	2,360	18.9
Japan	1,998	2,229	11.6
Israel	1,819	2,049	12.6
Austria	1,802	2,041	13.3
Costa Rica	1,288	1,765	37.0
Russia	1,356	1,512	11.5
WORLD TOTAL	**71,154**	**76,302**	**7.2**

HOST NATIONS FOR U.S. STUDENTS ABROAD, 1993/94



IEP STUDENTS BY WORLD REGION (Section 11)

Locality	1993/94 Students	1994/95 Students	% Change
Africa	600	569	-5.2
Asia	23,713	26,213	10.5
Europe	4,405	5,460	24.0
Latin America	5,606	7,290	30.0
Middle East	4,039	3,848	-4.7
North America	124	21	-83.1
Oceania	108	103	-4.6
TOTAL	**38,606**	**43,522**	**12.7**

LEADING PLACES OF ORIGIN OF FOREIGN SCHOLARS (Section 13)

Country	1993/94 Scholars	1994/95 Scholars	% Change
China	11,156	9,866	-11.6
Japan	5,458	5,155	-5.5
Germany	4,139	4,369	5.6
India	4,139	3,912	-5.5
Korea, Rep. of	3,299	3,163	-4.1
WORLD TOTAL	**59,981**	**58,074**	**-3.2**

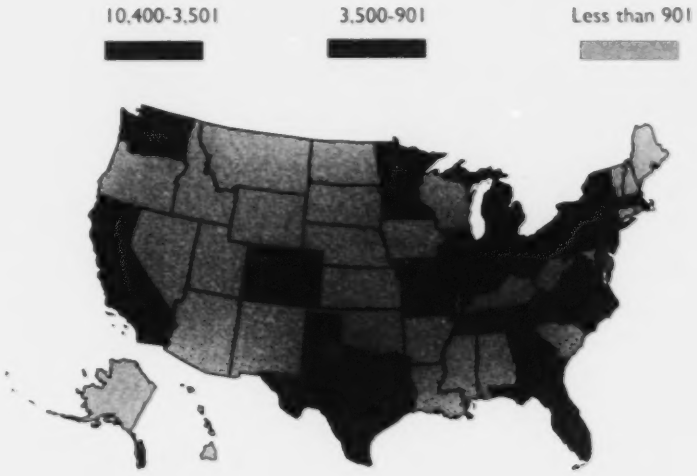
INSTITUTIONS HOSTING THE MOST FOREIGN SCHOLARS

Institution	1994/95 Number
Harvard U	2,508
U California, Berkeley	2,195
U California, Los Angeles	1,869
MIT	1,376
U California, San Diego	1,295
U of Pennsylvania	1,244
U of Minn, Twin Cities	1,216
U California, Davis	1,141
Cornell U	1,128
Stanford U	1,091

FOREIGN SCHOLARS' FIELD OF SPECIALIZATION

Field	1993/94 %	1994/95 %
Health Sciences	27.4	28.6
Life Sciences	13.1	14.1
Physical Sciences	14.7	12.8
Engineering	11.6	11.9
Social Sciences	4.6	4.0
Agriculture	3.7	3.4
Other	2.2	3.1
Business & Management	3.2	2.8
Mathematics	2.9	2.5
Computer Science	2.3	2.3
TOTAL ALL FIELDS	**59,981**	**58,074**

HOST STATES FOR FOREIGN SCHOLARS, 1994/95



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1

OVERVIEW

Foreign Student Totals

- The number of foreign students studying in the United States showed minimal growth this year, rising to 452,635. This year's 0.6% rate of change is the weakest increase in ten years and continues a five-year trend of deceleration in foreign student enrollments.
- Unlike previous periods of decline, which were characterized by sharp decreases in enrollments in selected nationality groups which had previously driven foreign student numbers, this year's figures reflect a broad erosion in enrollments from nations which previously had dominated international enrollments. In 1994/95, eight of the leading eleven places of origin for international students in the United States showed either minimal growth or absolute declines in enrollment.
- One measure of the impact international students have on a host country's educational system is the share they hold of the entire higher education population. In the United States, that share is minimal. Despite the increases in foreign student inflows over the history of the Census, these students' share of the overall U.S. higher education student population increased from only 1.4% in 1954/55 to 3.1% this year. In general, the tremendous growth in the number of Americans attending institutions of higher education during the same period offsets the impact of a growing international population, although percentages of foreign students in some institutions showed considerable growth.

While foreign students represent 3.1% of all U.S. higher education enrollments, there is considerable variability in the proportion of foreign students at different academic levels. To determine what proportion of all undergraduate and graduate students in the United States are foreign students, their numbers were compared to total U.S. enrollments, which were provided by the College Board's 1994/95 *Annual Survey of Colleges*. This survey determined the total U.S. enrollment in all two-year institutions; all four-year institutions, including doctoral degree- granting and special purpose institutions; and all graduate and first professional degree programs. The proportion of foreign students at each level was then calculated by comparing the number of foreign students enrolled at each level with the College Board's total enrollment figures.*

- Total two-year enrollment: 5,720,144. Total foreign associate degree enrollment (Section 10): 518,23. Percentage of two-year enrollment: 0.9%.
- Total four-year enrollment: 6,761,124. Total foreign bachelor's enrollment (Section 10): 169,677. Percentage of four-year enrollment: 2.5%.
- Total graduate enrollment: 2,072,748. Total foreign graduate enrollment (Section 10): 191,737. Percentage of graduate enrollment: 9.2%.

*The foreign associate, bachelor's and graduate enrollment figures do not include foreign students who are enrolled in practical training, nondegree or intensive English language programs.

1.0

FOREIGN STUDENT AND TOTAL U.S. ENROLLMENT

Despite a 1200% increase in their numbers since 1954, foreign students still make up less than 4% of the U.S. total higher education enrollment.

Year	Foreign Students	Annual % Change[1]	Total Enrollment	% Foreign
1954/55	34,232	–	2,499,800	1.4
1959/60	48,486	2.6	3,402,300	1.4
1964/65	82,045	9.7	5,320,000	1.5
1969/70	134,959	11.2	7,978,400	1.7
1974/75	154,580	2.3	10,321,500	1.5
1979/80	286,343	8.5	11,707,000	2.4
1984/85	342,113	0.9	12,467,700	2.7
1985/86	343,777	0.5	12,387,700	2.8
1986/87	349,609	1.7	12,410,500	2.8
1987/88	356,187	1.9	12,808,487	2.8
1988/89	366,354	2.9	13,322,576	2.7
1989/90	386,851	5.6	13,824,592	2.8
1990/91	407,529	5.3	13,975,408	2.9
1991/92[2]	419,585	3.0	14,360,965	2.9
1992/93	438,618	4.5	14,422,975	3.0
1993/94	449,749	2.5	14,473,106[3]	3.1
1994/95	**452,635**	**0.6**	**14,554,016**	**3.1**

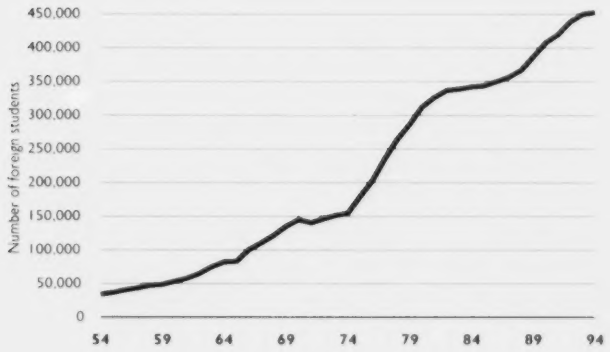
[1] Rate of change for accredited institutions. In 1981/82 the number of institutions surveyed decreased due to the elimination from the Census of all institutions that are not listed in the *Higher Educational Directory*, colleges and universities with (a) accreditations, (b) provisional or probationary accreditation or (c) pre-accredited status by a Regional Accrediting Commission.

[2] Beginning in 1991/92, the foreign student totals do not include refugees, a category which had been included since 1975/76.

[3] Reported total enrollments from 1954/55 to 1982/83 are from the National Center for Education Statistics, Washington, D.C. The report of total enrollments since 1983 are from the College Board Annual Survey of Colleges Data Base. This year's figure is for fall 1994.

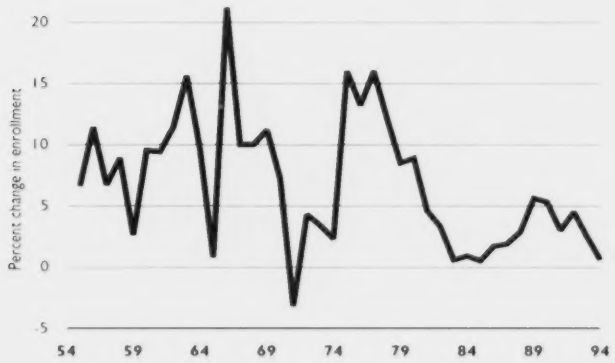
1.a

A 1,200% INCREASE
From 34,000 in 1954 to over 450,000 today, the number of foreign students continues to rise.



1.b

ERRATIC GROWTH
Annual rates of change have fluctuated widely, increasing as much as 21% in 1966, and declining 3% a few years later. This year's 0.6% increase is comparatively small.



Reading International Student Mobility in the 1990s

Understanding the changing flows of international students into the United States midway through the 1990s requires thoughtful consideration of the data. How and why almost half a million international students have come to study in this country is of great sociological interest. Academic, local, state and national policy-makers will find these data an indispensable management tool to aid our nation's educational and economic wellbeing. Each of us should consider the significance of these data for our own work and lives, renewing our examination of how global international student mobility affects us all, now and in the future.

2

REGIONS

Foreign Student Totals by Region

- Since the early 1980s, enrollments from Asia and Europe have been the most important sources of growth in the international student population in the United States. This year enrollments from Asia, especially East and South Asia, and Western Europe both fell. This is the first such decrease from these regions in over 20 years.
- While Asian students still make up over half of the international student population in the United States (57.8%), the new total of 261,789 represents a 1% decrease from 1993/94. This year's decline is reflected in either absolute enrollment decreases or in near-level enrollments from most of the Asian nations that have dominated the foreign student picture in the United States for many years. This reflects an acceleration of the pattern of softening enrollments from this region noted last year.
- The overall number of enrollments from Europe (64,811) continues to increase, albeit at a slower pace (3.8%) than last year's 14% increase. This overall increase masks a general decline in enrollments from nearly all Western European nations, which are the largest source of enrollments from this region. Enrollments from Eastern Europe increased 23% this year.
- Latin American enrollments, especially those from Mexico and the Caribbean, have increased and have returned to levels not seen since 1990.
- From the mid-1950s to the mid-1970s, the Middle East constituted about one-eighth of the U.S. international student population. The number of Middle Eastern students rose very rapidly in the latter half of the 1970s, mainly due to increased flows from Iran and other OPEC countries. These increases peaked in 1980, when Middle Easterners accounted for about 29% of all foreign students. Since that time, however, their numbers have been falling. This year's 2.5% increase represents the first upturn in 15 years.
- African enrollments appear to have stabilized after entering a decade-long free-fall since the early 1980s. This apparent leveling of enrollments may be attributed to increased student flows from Kenya and South Africa.

2.0

FOREIGN STUDENTS BY REGION, 1954/55 - 1994/95

Year	AFRICA Foreign Students	AFRICA % of Total	ASIA Foreign Students	ASIA % of Total	EUROPE Foreign Students	EUROPE % of Total	LATIN AMERICA Foreign Students	LATIN AMERICA % of Total
1954/55	1,234	3.6	10,175	29.7	5,205	15.2	8,446	24.7
1959/60	1,959	4.0	17,808	36.7	6,392	13.2	9,428	19.4
1964/65	6,855	8.4	30,640	37.4	10,108	12.3	13,657	16.6
1969/70	7,607	5.6	51,033	37.8	18,524	13.7	24,991	18.5
1974/75	18,400	11.9	58,460	37.8	13,740	8.9	26,270	17.0
1979/80	36,180	12.6	81,730	28.6	22,570	7.9	42,280	14.8
1984/85	39,520	11.6	143,680	42.0	33,350	9.7	48,560	14.2
1985/86	39,190	9.9	156,830	45.6	34,310	10.0	45,480	13.2
1986/87	31,580	9.1	170,700	48.8	36,140	10.3	43,480	12.4
1987/88	28,450	8.0	180,540	50.7	38,820	10.9	44,550	12.5
1988/89	26,430	7.2	191,430	52.2	42,770	11.7	45,030	12.3
1989/90	24,570	6.4	208,110	53.8	46,040	11.9	48,090	12.4
1990/91	23,800	5.9	229,830	56.4	49,640	12.2	47,580	11.8
1991/92	21,890	5.2	245,810	58.7	53,710	12.8	43,200	10.4
1992/93	20,520	4.7	260,670	59.4	58,010	13.2	43,250	9.9
1993/94	20,570	4.6	264,690	58.9	62,440	13.9	45,240	10.1
1994/95	**20,724**	**4.6**	**261,789**	**57.8**	**64,811**	**14.3**	**47,239**	**10.4**

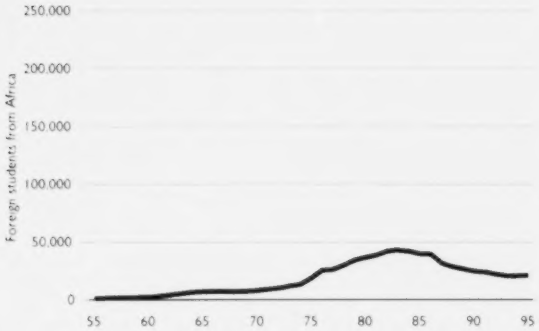
Year	MIDDLE EAST Foreign Students	MIDDLE EAST % of Total	NORTH AMERICA Foreign Students	NORTH AMERICA % of Total	OCEANIA Foreign Students	OCEANIA % of Total	WORLD TOTAL[1]
1954/55	4,079	11.9	4,714	13.8	337	1.0	**34,232**
1959/60	6,477	13.4	5,761	11.9	568	1.2	**48,486**
1964/65	9,977	12.1	9,338	11.4	1,265	1.5	**82,045**
1969/70	13,278	9.9	13,415	9.9	2,077	1.5	**134,959**
1974/75	23,910	15.5	8,630	5.6	2,650	1.7	**154,580**
1979/80	83,700	29.2	15,570	5.4	4,140	1.4	**286,340**
1984/85	56,580	16.5	15,960	4.7	4,190	1.2	**342,110**
1985/86	52,720	15.3	16,030	4.7	4,030	1.2	**343,780**
1986/87	47,000	13.4	16,300	4.7	4,230	1.2	**349,610**
1987/88	43,630	12.2	16,360	4.6	3,620	1.0	**356,190**
1988/89	40,200	11.0	16,730	4.6	3,610	1.0	**366,350**
1989/90	37,330	9.7	18,590	4.8	4,010	1.0	**386,850**
1990/91	33,420	8.1	18,950	4.6	4,230	1.0	**407,530**
1991/92	31,210	7.3	19,780	4.7	3,870	0.9	**419,590**
1992/93	30,240	6.9	21,550	4.9	4,300	1.0	**438,620**
1993/94	29,510	6.6	23,290	5.2	3,860	0.9	**449,750**
1994/95	**30,246**	**6.7**	**23,394**	**5.2**	**4,327**	**1.0**	**452,635**

[1] Includes students classified as stateless or of unknown origin.

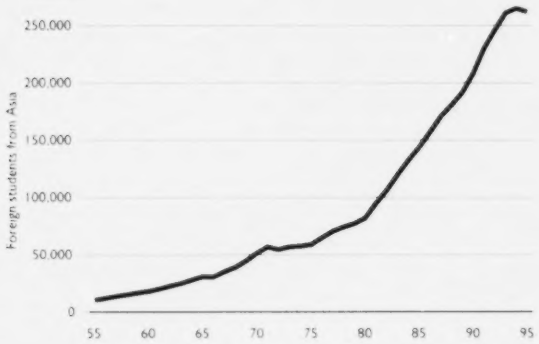
2.a

HOW THE REGIONS COMPARE IN STUDENT FLOWS TO THE UNITED STATES, 1954/55 - 1994/95

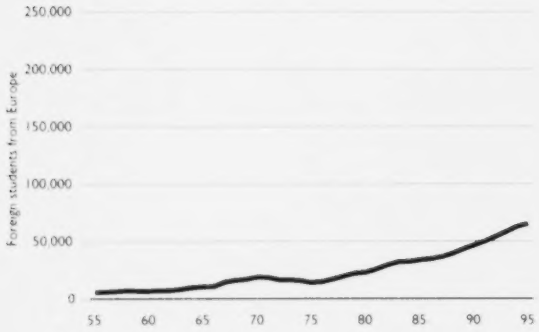
AFRICA



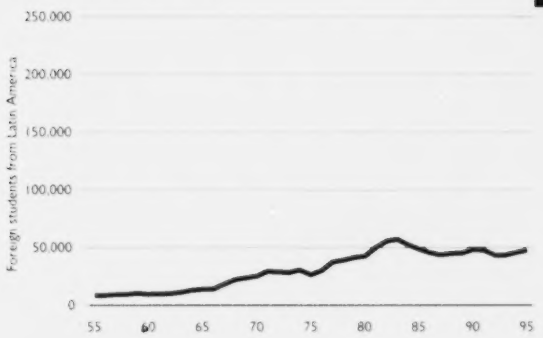
ASIA



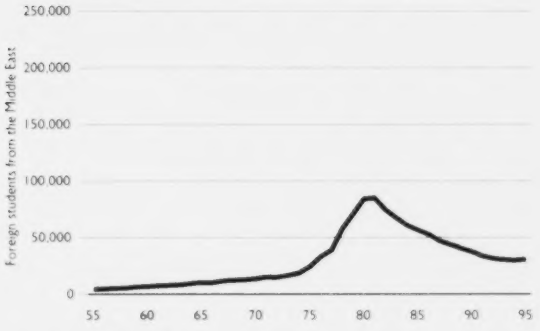
EUROPE



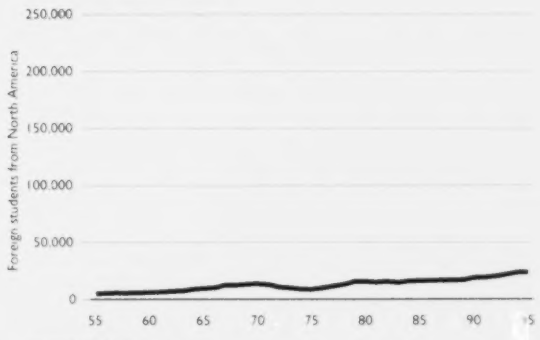
LATIN AMERICA



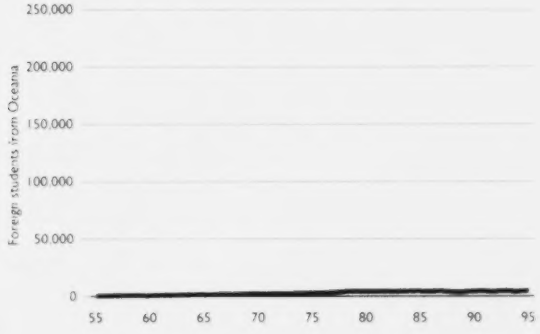
MIDDLE EAST



NORTH AMERICA



OCEANIA



AFRICA

- The number of Africans studying in this country rose slightly again this year, reaching a total of 20,724. This small increase of 0.8% represents the most substantial growth in African enrollments in over a decade.
- Africans account for less than 5% of the foreign students in the United States, the lowest share held by any regional group other than Oceania. At their peak in the early 1980s, African enrollments accounted for nearly 13% of the total, a figure comparable to the share currently held by Europeans.
- Most of the African students in the United States come from nations in East Africa (7,139 or 34%), while a slightly smaller number originates in West African countries (5,943 or 29%). North African students make up nearly one-fifth of all African students (3,522 or 17%). Fewer students come from Southern African (2,672 or 13%) and Central African (1,430 or 7%) countries.
- Of all the African countries, Kenya sends the most (2,603), followed by Nigeria (2,147), South Africa (1,919) and Egypt (1,577).
- African enrollments in this country peaked in the early 1980s, when an influx of students (mainly Nigerians who came during the oil boom of the late 1970s and early 1980s) doubled the total in just ten years. This trend was quickly reversed during the late 1980s and early 1990s, when African enrollments plummeted to half the level of the mid-1980s.

2.1

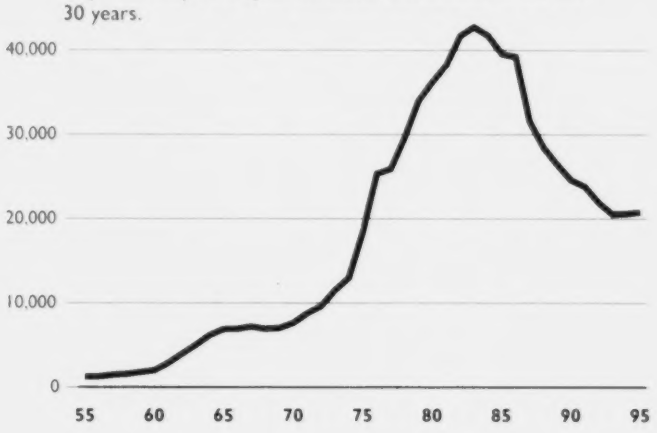
FOREIGN STUDENT TOTALS BY REGION AND SUBREGION, 1994/95

Locality	Number	Region %	World %
Africa	**20,724**		**4.6**
Eastern Africa	7,139	34.4	
Central Africa	1,430	6.9	
North Africa	3,522	17.0	
Southern Africa	2,672	12.9	
Western Africa	5,943	28.7	
Africa, Unspecified	18	0.1	
Asia	**261,789**		**57.8**
East Asia	168,190	64.2	
South/Central Asia	47,836	18.3	
Southeast Asia	45,763	17.5	
Europe	**64,811**		**14.3**
Eastern Europe	15,906	24.5	
Western Europe	48,905	75.5	
Latin America	**47,239**		**10.4**
Caribbean	11,286	23.9	
Central America/Mexico	14,923	31.6	
South America	21,030	44.5	
Middle East	**30,246**		**6.7**
North America	**23,394**		**5.2**
Oceania	**4,327**		**1.0**
WORLD TOTAL	**452,635**		**100.0**

2.b

TRENDS IN AFRICAN ENROLLMENTS SINCE 1955

The sharp rise and subsequent decline of students from Nigeria helped to shape the spike in African enrollments in the last 30 years.

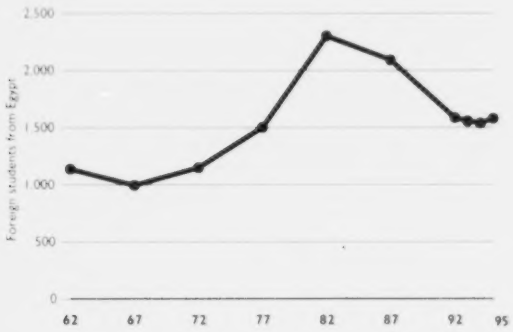


2.c

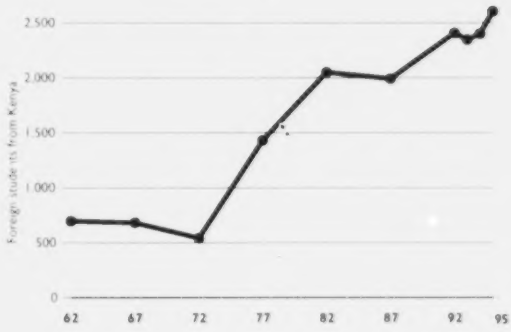
DRIVING THE TRENDS: AFRICA'S LEADING COUNTRIES

Increased student flows from Kenya and South Africa have helped to offset declines from Nigeria.

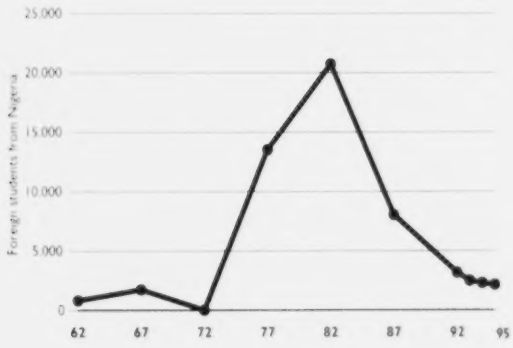
EGYPT



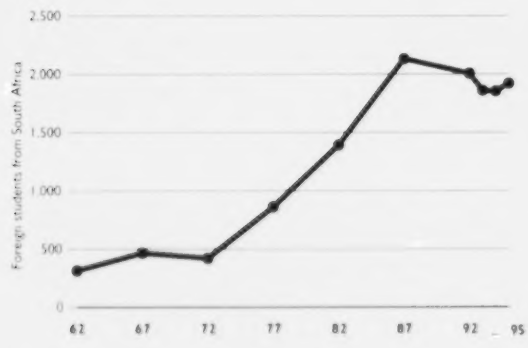
KENYA



NIGERIA



SOUTH AFRICA



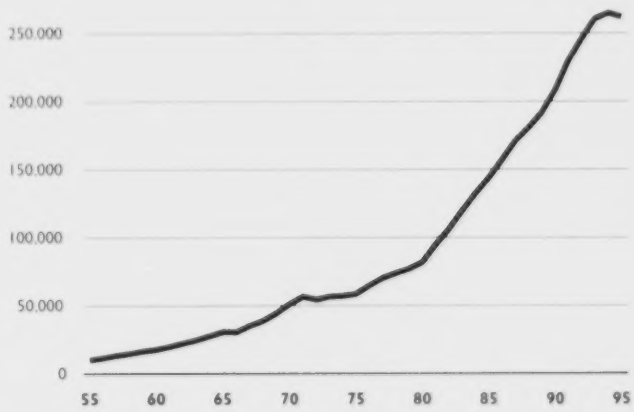
ASIA

- For the first time in over 20 years, the number of Asian students coming to this country for study actually declined. This year Asian enrollments were down 1% to 261,789.
- Despite this year's decrease, Asians still comprise well over half (57.8%) of the international student population in the United States. Asians have consistently outnumbered students from other regions throughout the history of the Census, but in the 1970s and 1980s their rate of growth increased dramatically. By 1992 the U.S. international student population was approximately 60% Asian.
- Of the three subregions within Asia, only Southeast Asian countries averaged any increase in enrollments this year. East Asian enrollments fell, due to a decline in student enrollments from China, Taiwan and Hong Kong, as did South and Central Asian enrollments, with fewer students coming from India, Pakistan and Sri Lanka. Enrollments from the Republic of Korea increased this year by 8%, down slightly from the 9% increase noted last year. Increases in the number of students from Thailand helped push Southeast Asian enrollments up by 3%. Of all the major Asian countries, only Thailand's enrollments showed increased participation rates over last year.
- The Asian places of origin with the most students in the United States are Japan (the leading country worldwide with 45,276 students), China (39,403), Taiwan (36,407) and the Republic of Korea (33,599).

2.d

TRENDS IN ASIAN ENROLLMENTS SINCE 1955

In 1994/95 Asian enrollments actually declined for the first time since the early 1970s.

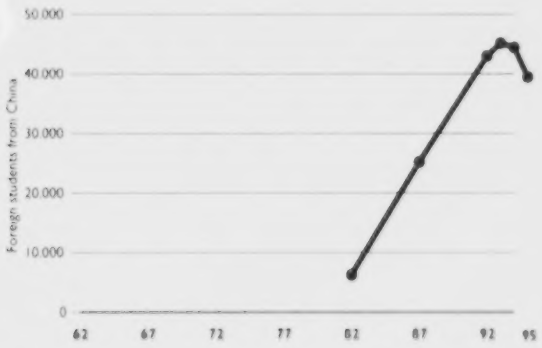


2.e

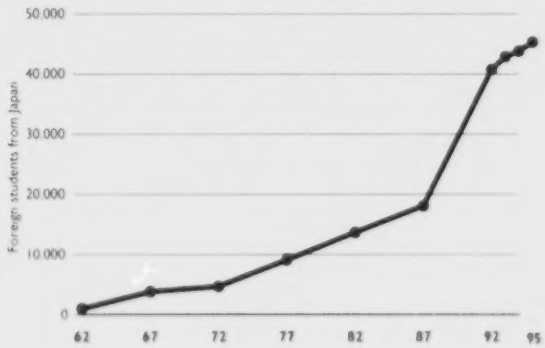
DRIVING THE TRENDS: ASIA'S LEADING COUNTRIES

With the exception of Japan and Korea, most East Asian countries had fewer students studying in the United States this year.

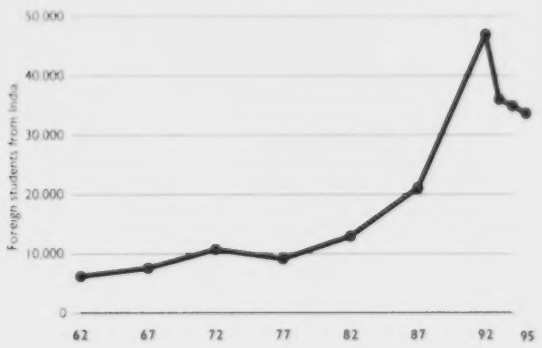
CHINA



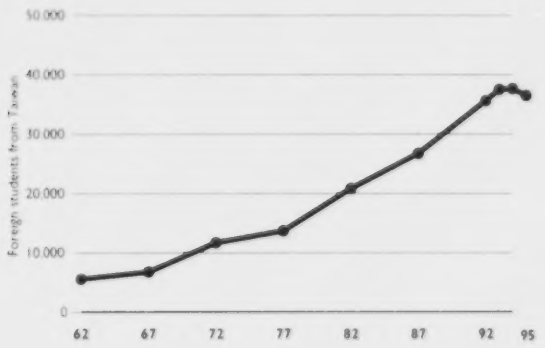
JAPAN



INDIA



TAIWAN



Student Exchanges: European Perspectives

JON HAGEN
Academic Cooperation Association (ACA), Brussels

STUDENT exchange, and in its wake the international networking of universities, is seen as an important element in a strategy leading to a politically stable, economically competitive and scientifically advanced multinational society. This is, however, not the only force driving the currently strong support for student and staff mobility.

The present policy of the European Union on student mobility provides a rare example of an issue which enjoys Europe-wide support. Large-scale international exchanges are advocated at all levels, be it "supra-national," national, institutional or by students and staff.

European countries are finding it increasingly difficult to single-handedly maintain the level of scientific development needed for national growth. Europe has consequently turned towards intensified economic and scientific cooperation. Recent history, scarred by two great wars in less than 50 years, has reinforced the need for close cooperation. International mobility is perceived as a cost-effective way to foster closer ties between nations by building on the innate internationalism of higher education. It should also be noted that the success of the European grant schemes (e.g. Erasmus, Lingua, Comett), amplified by national programmes in a number of countries, is also due to the commitment of students and staff all over Europe. Students who add an international dimension to university education seem to be motivated by four main considerations: improving language capability, broadening the theoretical framework of the discipline studied, opening up more opportunities in the (international) labor market and developing international *savoir faire*.

It is generally felt that international exchanges should take place within clearly defined arrangements between universities. Credit transfer arrangements can be crucial to the success of an exchange agreement. Most of the 137,000 students included in the 1994/95 Erasmus/Lingua applications, as well as a large additional number of nationally sponsored exchange students, will be able to benefit from these university cooperation programmes. These numbers, however, may very well represent the zenith of European student mobility sponsored by public funding. Support by the European Union is not expected to increase much further beyond the present level earmarked for E.U. student grants over the next five years.

We therefore need to develop parallel mechanisms to reach our objectives. An

Continued...

Student Exchanges: European Perspectives

Continued

important innovation of the SOCRATES Programme (succeeding Erasmus and Lingua) is its focus on the development of a European dimension to courses and curricula in higher education which reach out to the great majority of non-mobile students (between 90 and 95% of the student population). Simultaneously, attempts are being made to create regional "open markets" in education. The recently introduced policy of open access for Scandinavian students to higher education in their country serves as a model.

These impending shifts in policy may have limited effect on the flow of European students to the United States. On the whole, European students at North American universities probably represent a different category from those involved in European exchanges. This may explain why the explosion of intra-European mobility seems to have had little, if any, impact on the volume of flow to the United States.

Statistics from *Open Doors* (1991 - 1994) show a steady increase in the flow from Western Europe, perhaps reflecting the rise in family income in Europe during that period. Interest in study in the United States has clearly not diminished, and further growth may be anticipated as European societies grow more affluent.

Increasing interest on the part of universities indicates that institutes of higher education recognize the educational benefits of carefully managed student exchange programmes. Foreign students are seen as agents of change affecting the level of course offerings, languages of instruction and curriculum development. Their presence may also lead to a reassessment of traditional managerial and infrastructural arrangements at host universities.

There is every reason to assume that such long-term exchange programmes between European universities and institutions in the United States would be welcomed by students and staff all over Europe. The evident success of the E.U. cooperation in higher education has not diminished the strong appeal of university training in the United States.

Jon Hagen, formerly director of ACA, is currently the director of the Department of International Academic Relations of the Netherlands Organization for International Cooperation in Higher Education (NUFFIC). He also serves as vice president of the European Network of Information Centres on Mobility and Equivalence.

International mobility is perceived as a cost-effective way to foster closer ties between nations by building on the innate internationalism of higher education.

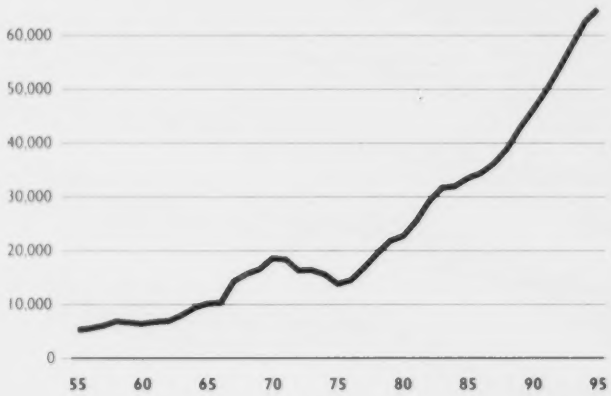
EUROPE

- The number of European students studying in the United States is now 64,811, and Europeans continue to be the second largest regional group after Asians. This year Europeans make up slightly more than 14% of all of the international students in the United States.
- For the past five years, annual growth in European enrollments has averaged around 8%. This year, however, due to a decline in the number of students coming from Western Europe (down 1.2% to 48,905), the growth rate has slowed to less than 4%. Student numbers from all of the major Western European countries either are down or remain flat. German enrollments, the largest in the region, rose just 1% (to 8,592), while fewer students came from the United Kingdom, France, Spain and Greece.
- What growth there is in European enrollments is primarily due to increased numbers of students coming from Eastern Europe. Since the end of the Cold War, the enrollment rates of the Newly Independent States of the former Soviet Union, as well as those of Eastern Europe, have increased dramatically (more than tripling since 1990). The absolute number of students from these nations has risen from 4,780 just five years ago to 15,906 today.
- After growing relatively slowly in the 1950s and 1960s, the rate of enrollments from Western Europe began to accelerate in the mid-1970s. Last year the number of Western Europeans reached a high of 49,496. This year that number is down to 48,905.
- Most European students in the United States originate from Germany (8,592 students), the United Kingdom (7,786), France (5,843), Spain (5,126) and Russia (4,832).

2.f

TRENDS IN EUROPEAN ENROLLMENTS SINCE 1955

After Asia, Europe has been one of the most important sources of growth in the U.S. international student population. Current growth is primarily from Eastern Europe.

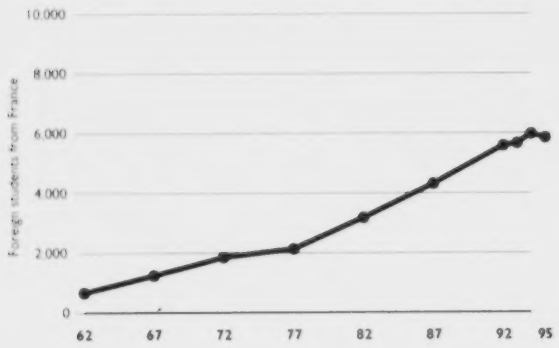


2.g

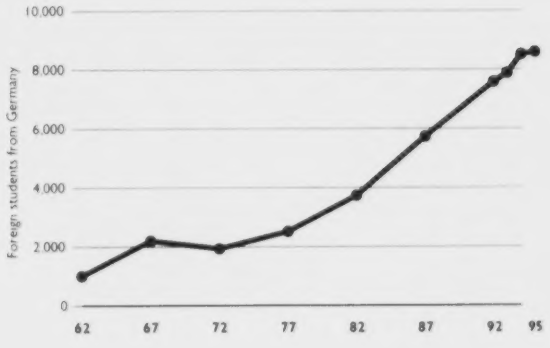
DRIVING THE TRENDS: EUROPE'S LEADING COUNTRIES

Many Western European countries had fewer students studying in the United States in 1994/95. Of the leading countries, only Germany saw an increase in the number of students here.

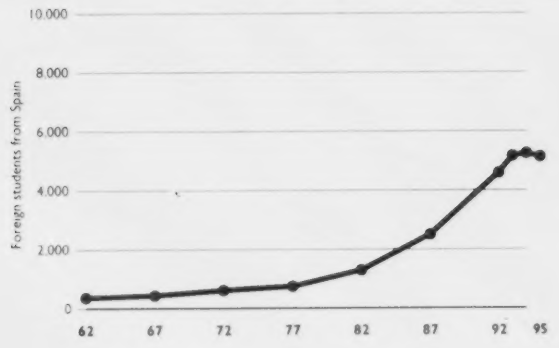
FRANCE



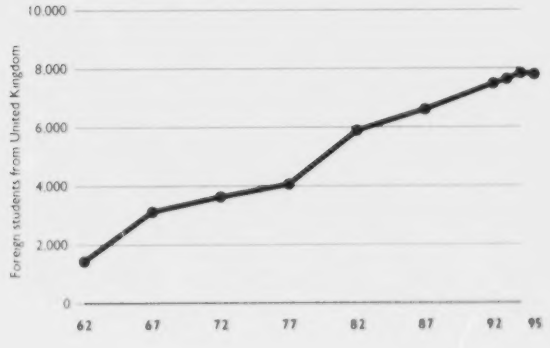
GERMANY



SPAIN



UNITED KINGDOM



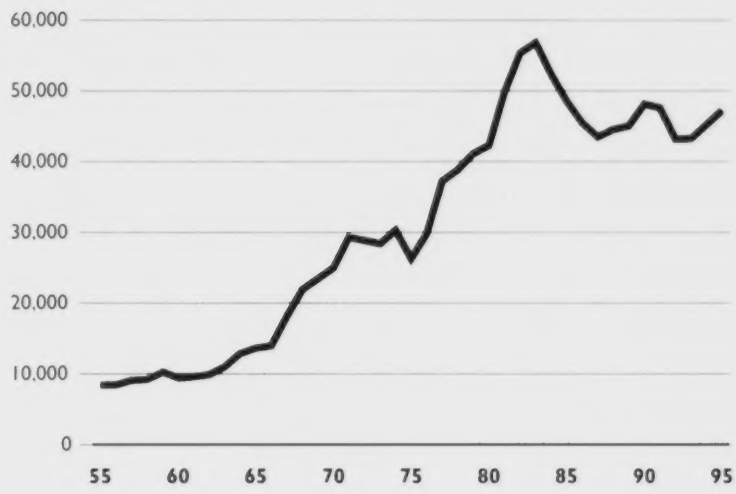
LATIN AMERICA

- After sharp declines in the earlier part of this decade, Latin American enrollments are up for the second consecutive year. This year's total of 47,239 represents a 4.4% increase from 1993/94 and a 9% increase from 1992/93.
- Latin Americans make up 10% of the total foreign student population and are the third largest group after Asians and Europeans. In the 1960s and early 1970s Latin Americans were the second largest group, but they were quickly displaced by an influx of Middle Eastern students in the late 1970s and again by Europeans in the 1990s.
- Growth in the number of students from Mexico (up 12% to 9,003), Honduras (up 19% to 1,148) and Venezuela (up 9% to 4,092) helps explain why Latin American numbers are up overall.
- Mexico (9,003 students), Brazil (5,017), Venezuela (4,092), Colombia (3,208) and Jamaica (2,878) are the leading countries of origin for Latin American students coming to the United States.

2.b

TRENDS IN LATIN AMERICAN ENROLLMENTS SINCE 1955

Increased enrollments from Venezuela helped raise overall Latin American enrollments in the early 1980s. In recent years increases from Central America and Mexico are driving the numbers up.

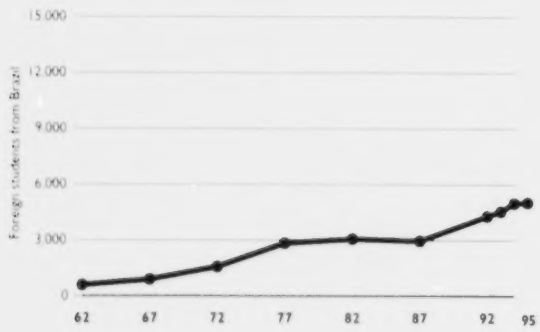


2.i

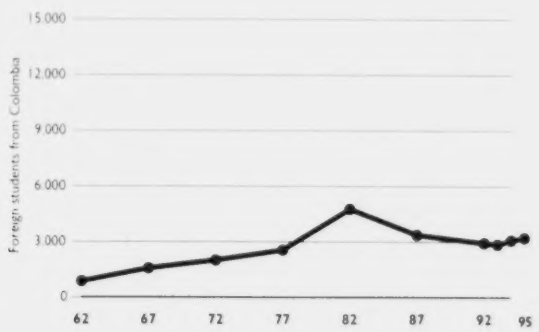
DRIVING THE TRENDS: LATIN AMERICA'S LEADING COUNTRIES

Enrollments from Mexico and Venezuela are growing at a faster pace than those from other countries in the region.

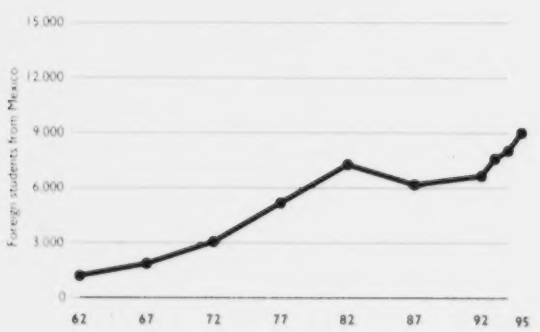
BRAZIL



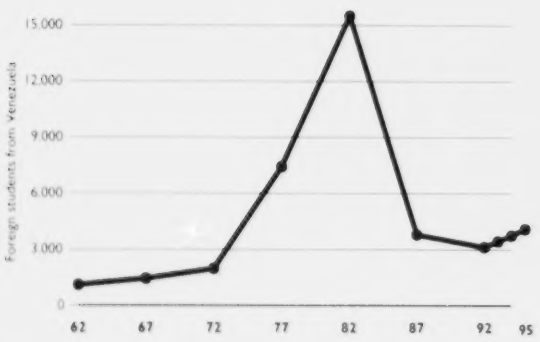
COLOMBIA



MEXICO



VENEZUELA



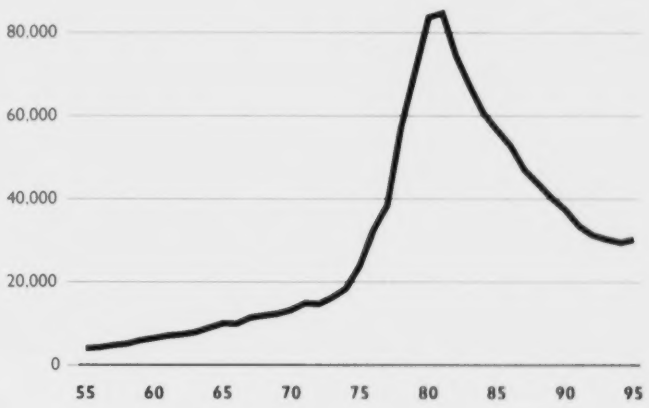
MIDDLE EAST

- In 1994/95 Middle Eastern student enrollments are up for the first time in nearly 15 years. This year's Middle Eastern total is 30,246, a 2.5% increase over 1993/94.
- Middle Easterners, who make up 7% of the international students in the United States, are the fourth largest regional group after Asians, Europeans and Latin Americans.
- Currently students from Turkey are the fastest growing group of students coming to the United States from this region. Turkish students now number 6,716 and increased at a rate of almost 23% this year. Student enrollments from Saudi Arabia are also increasing (up 9.5% to 4,075) as are those coming from Kuwait (up 11.3% to 2,844) and the United Arab Emirates (up 24% to 2,071).
- Between 1975 and 1980 the number of students from the Middle East (predominantly from Iran and other OPEC countries) increased by over 200%, rising from almost 24,000 in 1975 to about 84,000 five years later. Since that time, their numbers have fallen by more than half.
- Historically, enrollment trends in this region have been driven by the percentage of students from Iran. In 1980 there were 51,310 students from Iran studying in the United States (the highest total sent by any country in the history of the Census); today that number is less than 3,000. Despite declining numbers, Iran was the leading Middle Eastern country of origin until last year, when its student total was surpassed by the rapid growth in the number of students from Turkey.

2.j

TRENDS IN MIDDLE EASTERN ENROLLMENTS SINCE 1955

Between 1975 and 1980 the number of students from Iran and other OPEC countries increased dramatically, sending overall Middle Eastern numbers up. In recent years flows from Turkey have increased notably.

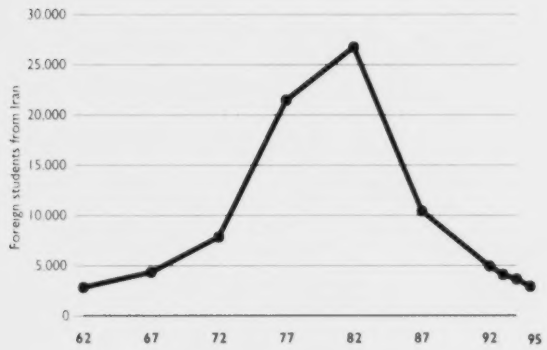


2.k

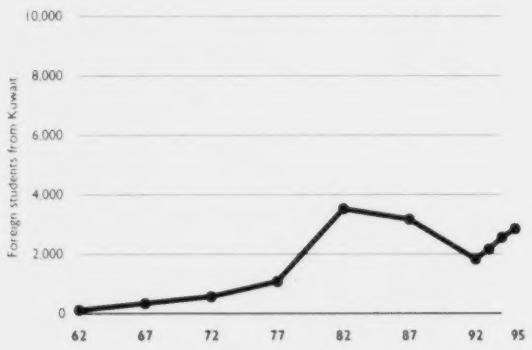
DRIVING THE TRENDS: THE MIDDLE EAST'S LEADING COUNTRIES

In addition to the quickly rising numbers from Turkey, more students from the United State's Gulf War allies, Saudi Arabia and Kuwait, are also here for study.

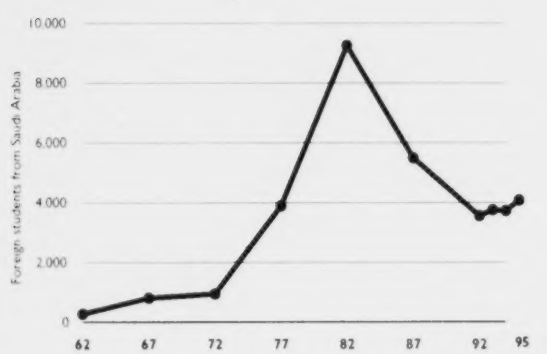
IRAN



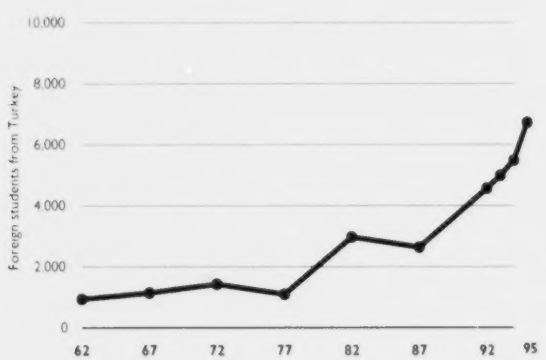
KUWAIT



SAUDI ARABIA



TURKEY



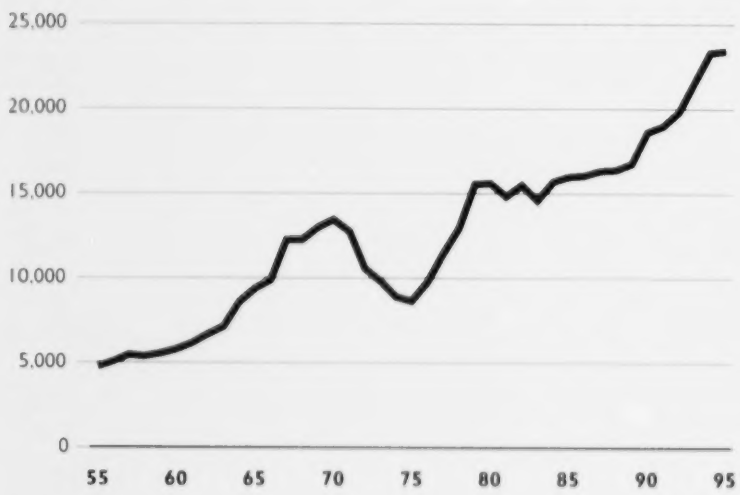
NORTH AMERICA AND OCEANIA

- North American (mainly Canadian) enrollments in the United States have remained essentially level this year. North American students from Canada and Bermuda make up 5.2% of the U.S. international student population, a greater share than is held by either Africa or Oceania.
- Canadian enrollments are up less than 1% (92 students) after a 9% increase between 1992 and 1993. Canadians now total 22,747. Despite decelerated growth, Canada continues to rank sixth among the nations with the most students in the United States.
- Oceanian students (from Australia, New Zealand, the Federated States of Micronesia and other Pacific Islands) comprise the smallest regional group. Their enrollment in U.S. institutions of higher education totals 4,327 this year, up 12% from 1993/94. The rise in Oceanian enrollments in the United States is due primarily to an increase in the number of students from New Zealand, Fiji and Tonga. Students from New Zealand now number 798, 10% more than in 1993/94.
- Australians, the most numerous group among Oceanian students, number 2,247, down 0.1% from 1993/94. This decrease parallels the general softening of enrollments from East Asia.

2.l

TRENDS IN NORTH AMERICAN ENROLLMENTS SINCE 1955

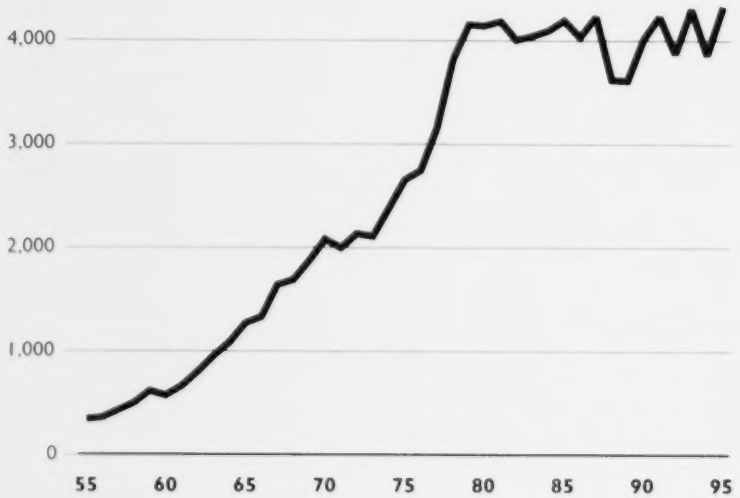
North American enrollments are up just 0.5% this year.



2.m

TRENDS IN OCEANIA ENROLLMENTS SINCE 1955

Due to increasing enrollments from New Zealand, Fiji and Tonga, the Oceanian total is up 12%.

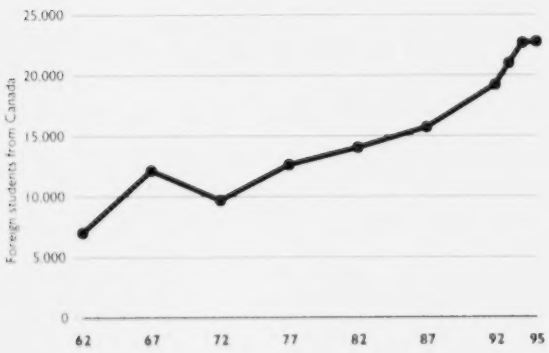


2.n

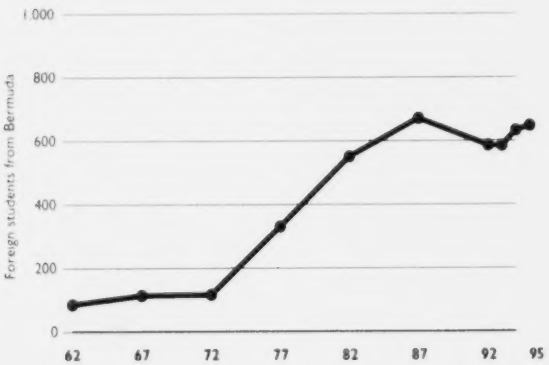
DRIVING THE TRENDS: NORTH AMERICA'S LEADING COUNTRIES

Enrollments are up by a mere 0.4%.

CANADA



BERMUDA

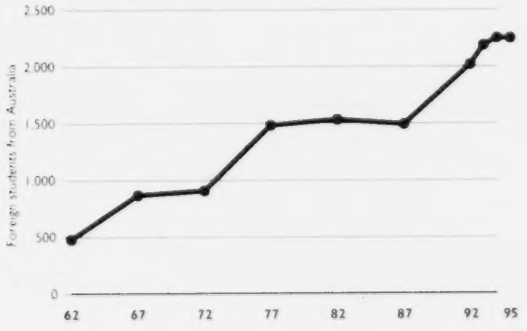


2.o

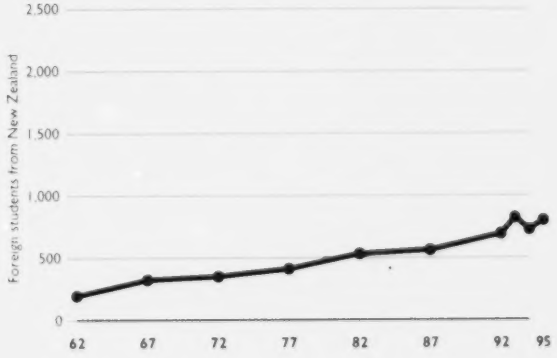
DRIVING THE TRENDS: OCEANIA'S LEADING COUNTRIES

New Zealand enrollments are up 10%; Australia's flows are flat.

AUSTRALIA



NEW ZEALAND



3

Foreign Student Enrollments by Country of Origin

COUNTRIES

- Japan has displaced China as the leading country of origin for foreign students studying in the United States this year. Japan's modest rate of increase (3% in 1994/95 and 2% in 1993/94), however, is far smaller than that seen over the past decade. Among the most significant Asian places of origin for U.S.-bound students, only Thailand showed an increase in its rate of U.S. enrollments, from 10% in 1993/94 to 14% this year. China, Taiwan, Hong Kong, India, Pakistan, Sri Lanka, Malaysia and the Philippines showed declining enrollments. From Indonesia enrollments were essentially level (1%) compared with last year's 7.5% enrollment increase.

- Enrollments from many of the leading countries within Western Europe are down this year. The United Kingdom, France, Spain and Greece all had fewer students in the United States. While there was a 1% increase in German students this year, it represents a drop from the 8% increase noted last year. Unlike numbers from Western Europe, those from Eastern European countries are uniformly up. The number of students from Russia has increased sharply, as have enrollments from Poland, Romania and Bulgaria. The number of students from the Ukraine has more than doubled, and for most of the other countries within the region percentage increases are above 10%.

- This year, breaking with a trend observed since 1980/81, enrollments of students from the Middle East and Egypt increased. Countries which fought against Iraq in the Gulf War appear to have increased enrollments in the United States. These include Turkey (23%), Kuwait (11%), Saudi Arabia (9.5%), the UAE (24%) and Egypt (2.6%). It remains

to be seen whether or not this year's general increases among our Gulf War allies will be sustained in the future, reversing an extended period of falling or stagnant enrollments from many of these countries.

- In the years since the signing of the North American Free Trade Agreement (NAFTA), the number of Mexican students studying in the United States has grown by almost 20%. While there have also been increases in enrollments from other Central and South American countries, the numbers have not been as large. The number of students from Canada, the other signer of NAFTA, has increased 8% over the same period of time; this year, however, enrollments from Canada are stable. Collectively, Canada and Mexico account for 45% of foreign student enrollments from the Western Hemisphere.

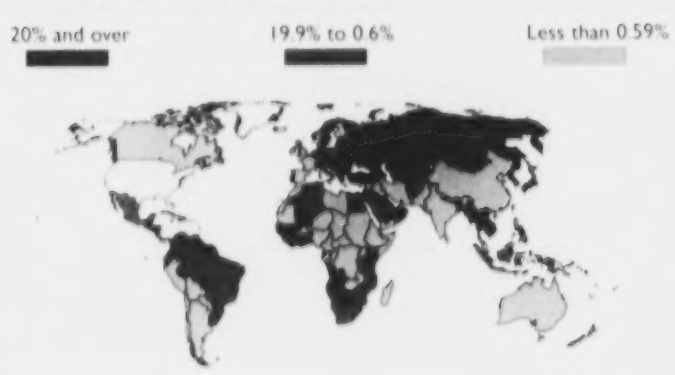
3.a

COUNTRIES OF ORIGIN, 1994/95

Ten of the top 15 countries of origin are in Asia. Those which are not–Canada, Mexico, Germany, the United Kingdom and Turkey–are spread throughout the globe.

3.b

PERCENTAGE CHANGE IN FOREIGN STUDENT ENROLLMENT, 1993/94 - 1994/95



3.0

FOREIGN STUDENT TOTALS BY PLACE OF ORIGIN, 1993/94 & 1994/95

Place of Origin	1993/94	1994/95	% Change
■AFRICA	**20,569**	**20,724**	**0.8**
Eastern Africa	**7,093**	**7,139**	**0.6**
Kenya	2,399	2,603	**8.5**
Ethiopia	1,510	1,325	**-12.5**
Tanzania	667	704	**5.5**
Zimbabwe	640	687	**7.3**
Uganda	560	559	**-0.2**
Zambia	356	354	**-0.6**
Malawi	265	239	**-9.8**
Mauritius	164	222	**35.4**
Somalia	136	91	**-33.1**
Mozambique	74	78	**5.4**
Madagascar	90	77	**-14.4**
Rwanda	100	72	**-28.0**
Burundi	73	68	**-6.8**
Djibouti	23	18	**-21.7**
Seychelles	21	18	**-14.3**
Eritrea	2	17	**750.0**
Comoros	7	7	**0.0**
Reunion Island	1	0	**-100.0**
East Africa, Unspecified	2	0	**-100.0**
Central Africa	**1,472**	**1,430**	**-2.9**
Cameroon	832	758	**-8.9**
Zaire	371	370	**-0.3**
Angola	81	136	**67.9**
Gabon	77	67	**-13.0**
Equatorial Guinea	13	16	**23.1**
Chad	27	25	**-7.4**
Congo	35	22	**-37.1**
Central African Rep	26	22	**-15.4**
Sao Tome & Principe	8	11	**37.5**
Central Africa, Unspec	1	3	**200.0**
North Africa	**3,614**	**3,522**	**-2.5**
Egypt	1,537	1,577	**2.6**
Morocco	946	912	**-3.6**
Sudan	485	440	**-9.6**
Tunisia	328	283	**-13.7**
Algeria	245	251	**2.4**
Libya	69	57	**-17.4**
Canary Islands	1	2	**100**
Western Sahara	1	0	**-100**
Southern Africa	**2,563**	**2,672**	**4.3**
South Africa	1,853	1,919	**3.6**
Botswana	336	417	**24.1**
Swaziland	180	150	**-16.7**
Namibia	117	124	**6.0**
Lesotho	76	62	**-18.4**
Western Africa	**5,804**	**5,943**	**2.4**
Nigeria	2,285	2,147	**-6.0**
Ghana	1,113	1,156	**3.9**
Senegal	373	451	**20.9**
Cote D'Ivoire	372	406	**9.1**
Gambia	320	403	**25.9**
Liberia	383	388	**1.3**
Sierra Leone	318	296	**-6.9**
Mali	149	187	**25.5**
Togo	122	118	**-3.3**
Guinea	63	105	**66.7**
Benin	54	72	**33.3**
Cape Verde	87	65	**-25.3**
Niger	60	56	**-6.7**
Burkina Faso	41	36	**-12.2**
Guinea-Bissau	16	25	**56.3**
Mauritania	36	24	**-33.3**
Saint Helena	0	0	**0.0**
West Africa, Unspecified	7	8	**14.3**
Africa, Unspecified	21	18	**-14.3**
■ASIA	**264,693**	**261,789**	**-1.1**
East Asia	**171,279**	**168,190**	**-1.8**
Japan	43,770	45,276	**3.4**
China	44,381	39,403	**-11.2**
Taiwan	37,581	36,407	**-3.1**
Korea, Republic of	31,076	33,599	**8.1**
Hong Kong	13,752	12,935	**-5.9**
Macao	370	385	**4.1**
Korea, Dem People's Rep	72	114	**58.3**
Mongolia	22	45	**104.5**
East Asia, Unspecified	254	26	**-89.8**
South & Central Asia	**48,941**	**47,836**	**-2.3**
India	34,796	33,537	**-3.6**
Pakistan	7,299	6,989	**-4.2**
Bangladesh	3,236	3,371	**4.2**

3.0 (cont.)

FOREIGN STUDENT TOTALS BY PLACE OF ORIGIN, 1993/94 & 1994/95

Place of Origin	1993/94	1994/95	% Change
Sri Lanka	2,201	2,097	-4.7
Nepal	1,166	1,264	8.4
Kazakhstan	40	267	567.5
Afghanistan	103	111	7.8
Uzbekistan	41	109	165.9
Kyrgyzstan	22	36	63.6
Bhutan	16	21	31.3
Tajikistan	14	17	21.4
Turkmenistan	2	10	400.0
Maldives	2	7	250.0
So & Cntrl Asia, Unspec	0	0	0.0
Southeast Asia	**44,461**	**45,763**	**2.9**
Malaysia	13,718	13,617	-0.7
Indonesia	11,744	11,872	1.1
Thailand	9,537	10,889	14.2
Singapore	4,823	4,473	-7.3
Philippines	3,528	3,472	-1.6
Vietnam	507	794	56.6
Myanmar	398	455	14.3
Laos	63	88	39.7
Cambodia	74	82	10.8
Brunei	26	21	-19.2
Southeast Asia, Unspecified	40	0	-100.0
■ EUROPE	**62,442**	**64,811**	**3.8**
Eastern Europe	**12,929**	**15,906**	**23.0**
Russia	1,582	4,832	205.4
Yugoslavia (former)	1,739	1,841	5.9
Poland	1,424	1,593	11.9
Bulgaria	1,195	1,396	16.8
Romania	875	1,133	29.5
Hungary	867	885	2.1
Ukraine	313	792	153.0
Czech Republic	108	654	505.6
U.S.S.R. (former)	3,091	594	-80.8
Croatia	273	478	75.1
Estonia	106	226	113.2
Latvia	114	194	70.2
Lithuania	108	193	78.7
Slovakia	79	166	110.1
Bosnia & Herzegovina	79	152	92.4
Georgia	77	142	84.4
Albania	90	133	47.8
Slovenia	90	121	34.4
Armenia	42	104	147.6
Belarus	41	88	114.6
Azerbaijan	36	80	122.2
Czechoslovakia (former)	563	55	-90.2
Moldova	16	54	237.5
Eastern Europe, Unspecified	15	0	-100.0
Western Europe	**49,496**	**48,905**	**-1.2**
Germany	8,508	8,592	1.0
United Kingdom	7,828	7,786	-0.5
France	5,976	5,843	-2.2
Spain	5,246	5,126	-2.3
Greece	4,144	3,699	-10.7
Sweden	3,226	3,432	6.4
Italy	2,569	2,704	5.3
Norway	2,473	2,123	-14.2
Netherlands	1,887	1,847	-2.1
Switzerland	1,575	1,630	3.5
Denmark	984	1,022	3.9
Finland	922	924	0.2
Ireland	931	909	-2.4
Belgium	882	900	2.0
Austria	832	887	6.6
Portugal	720	739	2.6
Iceland	627	568	-9.4
Luxembourg	55	65	18.2
Malta	63	63	0.0
Monaco	21	18	-14.3
Liechtenstein	9	16	77.8
Andorra	9	9	0.0
San Marino	0	3	-
Gibraltar	4	0	-100.0
Europe, Unspecified	16	0	-100.0
■ LATIN AMERICA	**45,246**	**47,239**	**4.4**
Caribbean	**10,672**	**11,286**	**5.8**
Jamaica	2,998	2,878	-4.0
Trinidad & Tobago	1,855	2,037	9.8
Bahamas	1,808	1,858	2.8
Dominican Republic	1,045	976	-6.6
Haiti	768	795	3.5
Barbados	461	621	34.7
Netherlands Antilles	407	500	22.9
Antigua	226	254	12.4
Grenada	151	214	41.7

Countries 27

3.0 (cont.)

FOREIGN STUDENT TOTALS BY PLACE OF ORIGIN, 1993/94 & 1994/95

Place of Origin	1993/94	1994/95	% Change
Dominica	142	170	19.7
St. Lucia	114	149	30.7
St. Kitts-Nevis	136	134	-1.5
Cayman Islands	109	132	21.1
St. Vincent	77	118	53.2
Cuba	87	86	-1.1
British Virgin Islands	68	68	0.0
Aruba	33	41	24.2
Montserrat	13	22	69.2
Turks & Caicos Islands	6	19	216.7
Anguilla	10	16	60.0
Guadeloupe	7	10	42.9
Martinique	9	7	-22.2
Windward Islands	3	2	-33.3
Leeward Islands	0	2	-
Caribbean, Unspecified	132	177	34.1
Cntrl Amer/Mexico	**13,866**	**14,923**	**7.6**
Mexico	8,021	9,003	12.2
Panama	1,545	1,409	-8.8
Honduras	962	1,148	19.3
Costa Rica	885	866	-2.1
Guatemala	708	785	10.9
El Salvador	872	760	-12.8
Nicaragua	564	615	9.0
Belize	307	334	8.8
Cntrl Amer/Mexico, Unspec	0	3	0.0
South America	**20,708**	**21,030**	**1.6**
Brazil	4,977	5,017	0.8
Venezuela	3,742	4,092	9.4
Colombia	3,077	3,208	4.3
Peru	2,587	2,382	-7.9
Argentina	2,036	1,996	-2.0
Ecuador	1,356	1,471	8.5
Chile	940	907	-3.5
Bolivia	816	757	-7.2
Guyana	415	467	12.5
Uruguay	272	319	17.3
Paraguay	290	251	-13.4
Suriname	151	153	1.3
French Guiana	2	6	200.0
Falkland Islands	42	3	-92.9
South America, Unspecified	2	1	-50.0

Place of Origin	1993/94	1994/95	% Change
■ MIDDLE EAST	**29,509**	**30,246**	**2.5**
Turkey	5,474	6,716	22.7
Saudi Arabia	3,721	4,075	9.5
Iran	3,621	2,896	-20.0
Kuwait	2,556	2,844	11.3
Israel	2,913	2,692	-7.6
Jordan	2,826	2,431	-14.0
United Arab Emirates	1,670	2,071	24.0
Cyprus	1,798	1,962	9.1
Lebanon	2,165	1,835	-15.2
Syria	761	678	-10.9
Oman	532	585	10.0
Qatar	432	427	-1.2
Yemen	427	426	-0.2
Bahrain	330	343	3.9
Iraq	274	255	-6.9
Middle East, Unspecified	4	10	150.0
■ NORTH AMERICA	**23,288**	**23,394**	**0.5**
Canada	22,655	22,747	0.4
Bermuda	632	647	2.4
■ OCEANIA	**3,857**	**4,327**	**12.2**
Australia	2,249	2,247	-0.1
New Zealand	724	798	10.2
Micronesia, Fed States of	589	574	-2.5
Fiji	75	147	96.0
Tonga	39	131	235.9
Western Samoa	49	123	151.0
Palau	56	94	67.9
French Polynesia	21	92	338.1
Kiribati	2	35	1650.0
Papua New Guinea	25	22	-12.0
Cook Islands	3	18	500.0
Marshall Islands	6	10	66.7
Solomon Islands	2	10	400.0
Vanuatu	4	9	125.0
Niue	3	7	133.3
Tuvalu	2	6	200.0
New Caledonia	3	3	0.0
Nauru	0	1	0.0
Wallis & Futana Islands	0	0	0.0
Stateless	**100**	**105**	**5.0**
WORLD TOTAL	**449,749**	**452,635**	**0.6**

Attracting Internationals: Can Germany Remain Competitive?

Britta Baron
German Academic Exchange Service (DAAD)

Since the end of World War II, Germany has developed a conscious policy to attract foreign students into the country. Both the government and the universities have tried to increase Germany's international prestige, create new friends and re-establish its position in the world academic community, by opening its doors as far as possible to students and young academics from foreign countries. Germany, a country which has based its economic success primarily on its export strengths, depends greatly on good relationships with people in other lands who know about Germany, understand its language and feel familiar with German ways.

Indeed, the number of foreign students in Germany has gone up substantially since the mid-1970s. In 1992 there were 118,000 students registered in the universities and higher education institutions of the 11 "old Lander" (i.e. not including the former GDR) alone. In 1975 that number was 47,000. In percentage terms, the presence of foreign students has increased from 5.8% in 1975 to 7.0% in 1992.

Germany universities have for a long time offered international offices which cater to the special needs of foreigners. Fees are not charged to foreign students and the Federal government has helped to finance extensive grant programs which aim to attract the most talented foreign students and young academics into German higher education. The Deutscher Akademischer Austrauschdienst (DAAD) and the Alexander von Humboldt-stiftung (AvH) run such grant programs as independent organizations on behalf of the government. In 1994 DAAD supported well over 24,000 foreign students and academics, and AvH offered grants to over 17,000 foreigners, primarily post-doctorate fellows.

As of the late 1960s, the growing concern for a more structured and effective form of development aid added new impetus to the efforts to bring foreign students into Germany. Higher education was seen as providing important tools to further the political change and the economic growth of developing countries. To avoid brain drain from developing countries to industrialised countries, grant programs and other policy measures began to focus more specifically on graduate students rather than on students who would come to Germany for a full undergraduate course.

The highly successful ERASMUS programme of the European Commission, launched in 1987, has also created a new awareness of the relevance of international academic mobility in Germany. ERASMUS stresses the economic and political effects of a period of study abroad and the need to equip as many young Europeans as possible with the competence to operate effectively in an increasingly international world. The promotion of academic mobility within the European Union is now seen as a means to strengthen cohesion within the Union and to improve the Union's competitiveness as a whole in relation to North America, Japan and other emerging competitors, primarily in the Far East.

Continued

Attracting Internationals: Can Germany Remain Competitive?

...Continued

In recent years academic leaders and politicians in Germany have begun to worry about Germany's continued attractiveness to students and young academics from abroad. Most foreign students in Germany originate from a very limited number of countries, namely Turkey, Iran, Greece, China and Korea. In the case of China, for instance, only 5% of the overall number of Chinese students who study abroad are registered in German institutions of higher education. Furthermore, as many as 40% of all foreign students in Germany have spent most of their previous educational careers here; their participation in German higher education is therefore not necessarily an indication of Germany's continuing ability to recruit students internationally. A public debate is developing as to appropriate ways to improve Germany's attractiveness as a provider of higher education and research facilities. Germany wants to make sure that it is not losing out, particularly on the best students from abroad.

Developments in German higher education may have put the country at a serious disadvantage in recent years, due to the persistent lack of flexibility in the structures of German higher education, the comparatively long duration of courses (particularly undergraduate ones), the unfavorable staff-student ratio and, more generally, an inadequate infrastructure in German institutions of higher education, which has long suffered from the effects of student intake well beyond capacity.

In many respects, Germany can still be proud of its institutions of higher education and research which have contributed so much to its economic success. However, the alarming indications of diminishing interest in Germany as a place for study and research must not be overlooked. It is time for the government to act, so that the long-standing tradition of academic hospitality which has served Germany's interests so well in the past will not be jeopardized.

Britta Baron is head of Corporate Affairs in the German Academic Exchange Service. Her primary area of specialization is academic and student mobility in a European context.

3.1

TOP 15 COUNTRIES, SELECTED YEARS 1962/63 - 1994/95

1962/63

Locality	Foreign Students	% of Total
Canada	7,004	0.8
India	6,152	9.5
Taiwan	5,526	8.5
Japan	2,934	4.5
Iran	2,824	4.4
Korea, Rep of	2,233	3.5
Philippines	2,025	3.1
Hong Kong	1,695	2.6
Cuba	1,515	2.3
Greece	1,432	2.2
United Kingdom	1,432	2.2
Israel	1,208	1.9
Mexico	1,189	1.8
Egypt	1,136	1.8
Thailand	1,098	1.7
TOTAL	**39,403**	**60.8**

1972/73

Locality	Foreign Students	% of Total
India	10,656	7.3
Hong Kong	10,298	7.0
Canada	9,679	6.6
Taiwan	9,633	6.6
Iran	7,838	5.4
Cuba	6,859	4.7
Thailand	5,759	3.9
Japan	4,653	3.2
Nigeria	4,092	2.8
Korea, Rep of	3,730	2.6
United Kingdom	3,624	2.5
Mexico	3,054	2.1
Pakistan	2,690	1.8
Philippines	2,586	1.8
Israel	2,113	1.4
TOTAL	**87,264**	**59.7**

1982/83

Locality	Foreign Students	% of Total
Iran	26,760	7.9
Taiwan	20,770	6.2
Nigeria	20,710	6.1
Venezuela	15,490	4.6
Malaysia	14,070	4.2
Canada	14,020	4.2
Japan	13,610	4.0
India	12,890	3.8
Korea, Rep of	11,360	3.4
Saudi Arabia	9,250	2.7
Hong Kong	8,610	2.6
Mexico	7,260	2.2
Lebanon	7,110	2.1
Jordan	6,820	2.0
Thailand	6,800	2.0
TOTAL	**195,530**	**57.9**

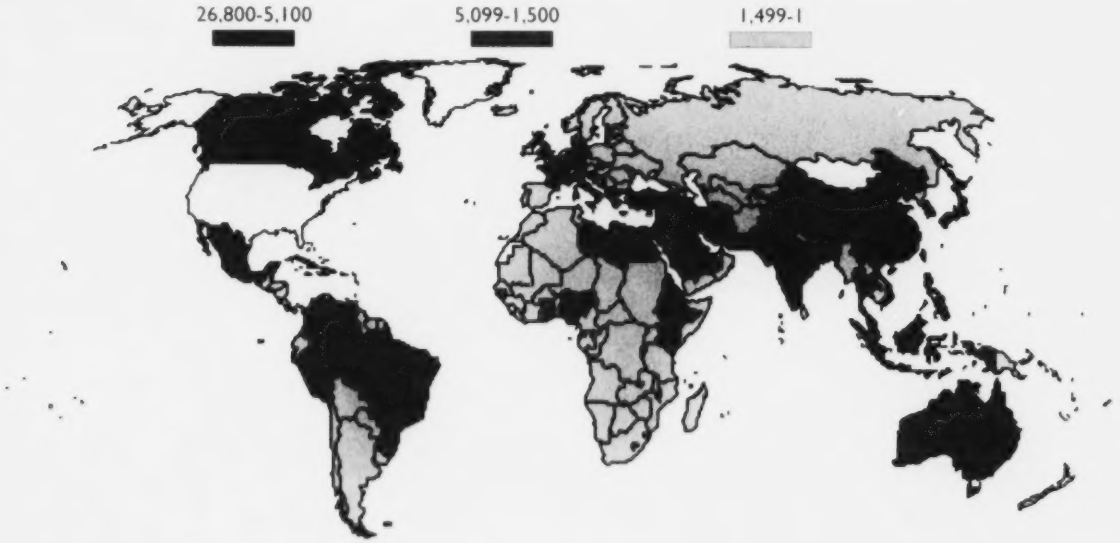
1994/95

Locality	Foreign Students	% of Total
Japan	45,276	10.0
China	39,403	8.7
Taiwan	36,407	8.0
Korea, Rep of	33,599	7.4
India	33,537	7.4
Canada	22,747	5.0
Malaysia	13,617	3.0
Hong Kong	12,935	2.9
Indonesia	11,872	2.6
Thailand	10,889	2.4
Mexico	9,003	2.0
Germany	8,592	1.9
United Kingdom	7,786	1.7
Pakistan	6,989	1.5
Turkey	6,716	1.5
TOTAL	**299,368**	**66.0**

3.c

COUNTRIES OF ORIGIN, 1982/83

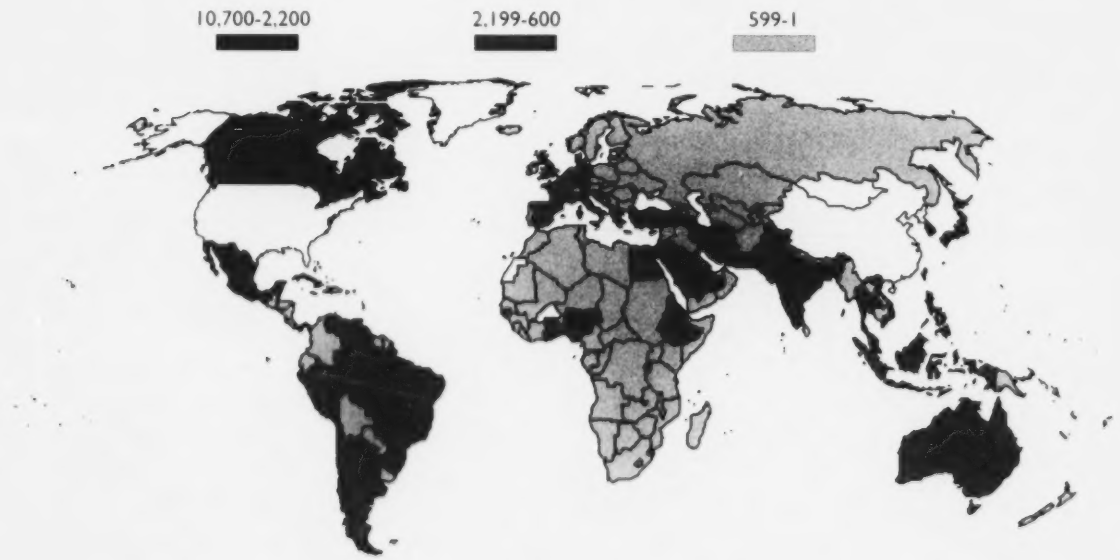
The number of students from China and Southeast Asia increased dramatically in this decade.



3.d

COUNTRIES OF ORIGIN, 1972/73

Canada, Mexico, India and Iran were major sending countries, and fewer students arrived from Southeast Asia.



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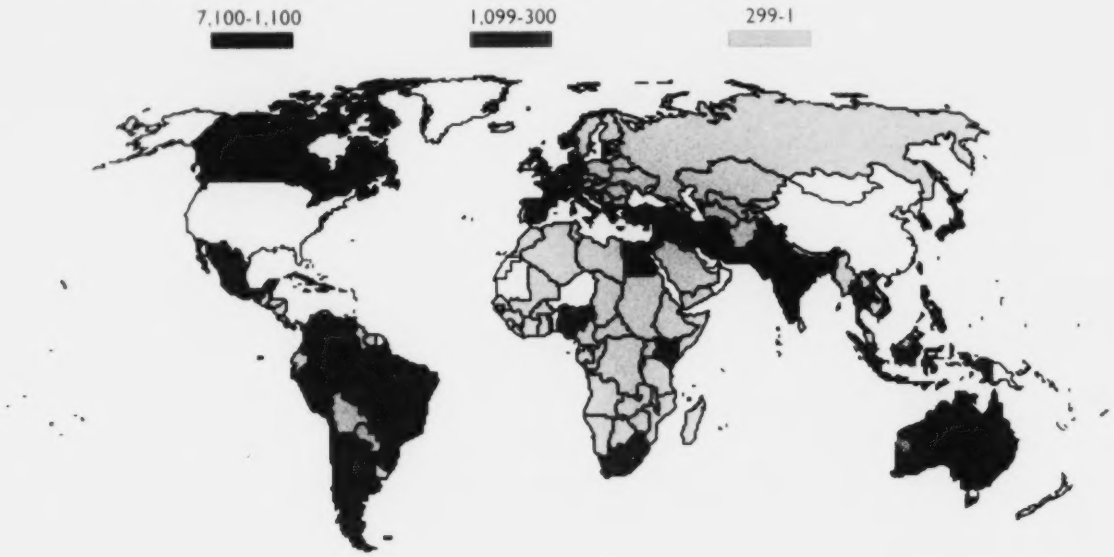
3.e

COUNTRIES OF ORIGIN, 1962/63

Strong flows of students from South Africa, Nigeria and Kenya would moderate by 1972.



The "Pym Package": Overseas Student Subsidies and the United Kingdom

Robert Ratcliffe

The British Council, Washington, D.C.

In 1979, in an attempt to curb the rising costs for the treasury of higher education, fuelled in part by the steady growth throughout the decade in overseas student numbers in Britain, the British government initiated a policy of charging overseas students the full economic cost of their studies. The withdrawal of the overseas student subsidy was, to say the least, poorly received in many countries, especially those traditionally dependent on the United Kingdom for higher education, and student numbers dropped precipitously (by 38% in five years).

The unanticipated international repercussions of this decision forced the government and others involved in overseas student matters to ponder Britain's interests in hosting large numbers of overseas students in its universities and other institutions.

The government's response came in 1983. There would be no return to the old policy of an open, indiscriminate subsidy for overseas students, but the government would offer certain targeted programmes of support, under the control of the Foreign Office, to offset the impact of the higher fees among certain student populations. The government also confirmed that it would continue the exemption it granted when full fees were introduced in 1979 to citizens of European Community countries, effectively treating E.C. and British students on the same basis. Also significant was a sum of money it awarded to the British Council to undertake a series of market surveys and to assume a more active role in promoting British education in countries of importance to the United Kingdom.

The "Pym Package," as it was called (after the Foreign Secretary at the time), cost about £15 million a year over three years, about one-tenth of the estimated savings from the withdrawal of the overseas fee subsidy. Many of its provisions are with us still. It recognises the importance of overseas students in the United Kingdom's relations with other countries, while at the same time making clear that in the future, British government support would be tied to Britain's diplomatic, aid and commercial priorities. If U.K. universities want to attract overseas

Continued...

The "Pym Package"

Continued

students over and above those receiving government scholarships, they have to do it through the quality and reputation of the services they provide. Today the British government supports almost 21,000 students from overseas, at a cost of more than £140 million.

In the mid-1980s the number of overseas students in British educational institutions started to rise again. By 1993/94 there were 123,405 overseas students on courses of nine months or longer at British public sector institutions, roughly a third more than there had been in 1978/79. This makes roughly every tenth student in British higher education a student from overseas, a far higher proportion than, for instance, in the United States. This increase can be attributed to a successful marketing effort mounted by the institutions themselves and the British Council's Education Counselling Service, operating mainly in Pacific Rim countries. There has also been a considerable rise in the number of students from the European Union studying in the United Kingdom. Indeed, one can see charging E.U. students the home fee rate as simply the transfer of the fee subsidy from what had been in large measure Commonwealth countries to those of the E.U., and it raises the question of whether one should categorize E.U. students as "overseas" at all.

The United Kingdom continues to welcome students from overseas for many reasons: for the enrichment of the corporate life of the institutions they attend, and for the new ideas, attitudes and experiences they bring with them. Recent years have also seen a reemphasis on the "brand image" argument: that students who have been educated in Britain gain an enhanced appreciation of British life, values and achievements, and are more likely in later life to look to Britain for ideas and expertise. But the argument one hears most often these days is the economic one. A recent report by Britain's vice-chancellors estimated that overseas students contribute between £900 million and £1,200 million a year to the U.K. economy and create between 35,000 and 53,000 jobs, and that is a weighty argument indeed.

Robert Ratcliffe is the education development officer of the British Council, Washington, D.C.

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4

Undergraduate and Graduate Distributions by Country

ACADEMIC LEVEL

- While roughly 13% of all U.S. students in higher education are enrolled in graduate programs, over 43% of all international students in this country are graduate students. The U.S. system of graduate education is arguably the finest in the world. It is distinguished by competitive admissions standards, a strong research and inquiry component in curriculum, and close, reciprocal, working relationships with graduate faculty members. International students in graduate programs are vital contributors to our higher education system. As graduates, they can provide their home countries with highly developed expertise in the sciences and engineering and with leadership in business, higher education and government. Since the end of the Second World War it has been recognized that actively developing countries make strong economic partners and stable allies.
- The apparently complex pattern of enrollment by academic level from individual countries is related to the development of the home country's tertiary system of education as well as the perceived usefulness of a U.S. graduate degree. Changes in enrollment from particular countries by academic level over time are noteworthy because international students constitute about 10% of all U.S. graduate enrollments, and up to three times that proportion and more in fields like engineering and the physical sciences. International students continue to be an important component of most university graduate programs.
- Fewer international students were studying at the graduate level in 1994/95. In 1993/94 graduate students accounted for close to 45% of total international enrollment; this year the figure is slightly over 43%.
- The number of Asians enrolled in graduate programs in the United States fell by about 7,000 students this year: in 1993/94 there were 133,606, and in 1994/95 the figure fell to 126,564. Contributing to this decrease were drops in the number of students from China (10% fewer), students from Taiwan (10%) and students from India (6%).

4.0

REGIONS AND LEADING PLACES OF ORIGIN BY ACADEMIC LEVEL, 1994/95

Region/ Locality	% Under-Graduate	% Graduate	% Other	Total[1]
AFRICA	**57.3**	**37.5**	**5.2**	**20,723**
North Africa	**44.2**	**49.7**	**6.1**	**3,522**
Egypt	35.9	58.4	5.7	1,577
Morocco	65.4	29.4	5.2	912
Sudan	41.6	51.8	6.6	440
Tunisia	28.7	64.3	7.0	283
Algeria	36.6	54.0	9.4	251
Sub-Saharan Africa	**61.0**	**34.3**	**4.7**	**11,240**
Kenya	67.2	29.7	3.0	2,603
Nigeria	59.9	34.5	5.5	2,147
South Africa	51.8	43.2	5.0	1,919
Ethiopia	68.4	27.0	4.7	1,325
Ghana	50.7	45.8	3.5	1,156
ASIA	**45.5**	**48.4**	**6.1**	**261,789**
East Asia	**45.5**	**48.4**	**6.1**	**168,190**
Japan	72.5	17.7	9.8	45,276
China	13.4	82.9	3.6	39,403
Taiwan	33.9	61.1	5.0	36,407
Korea, Republic of	44.1	45.6	10.3	33,599
Hong Kong	77.6	19.1	3.3	12,935
So & Cntrl Asia	**30.6**	**63.9**	**5.5**	**47,836**
India	17.1	76.8	6.1	33,537
Pakistan	63.5	32.5	4.0	6,989
Bangladesh	62.4	34.8	2.8	3,371
Sri Lanka	54.4	41.5	4.1	2,097
Nepal	69.4	28.4	2.2	1,264
Southeast Asia	**62.9**	**33.0**	**4.1**	**45,763**
Malaysia	82.0	15.8	2.2	13,617
Indonesia	69.4	27.2	3.4	11,872
Thailand	30.1	62.3	7.6	10,889
Singapore	73.9	23.6	2.5	4,473
Philippines	52.9	41.8	5.4	3,472
EUROPE	**51.9**	**39.6**	**8.5**	**64,811**
Eastern Europe	**50.8**	**43.0**	**6.2**	**15,906**
Russia	47.7	45.0	7.3	4,832
Yugoslavia (former)	62.5	34.3	3.2	1,841
Poland	51.7	36.4	11.9	1,593
Bulgaria	55.9	40.9	3.3	1,396
Romania	28.5	68.8	2.6	1,133
Western Europe	**52.3**	**38.5**	**9.2**	**48,905**
Germany	39.2	49.0	11.7	8,592
United Kingdom	59.0	32.4	8.5	7,786
France	48.3	40.5	11.2	5,843
Spain	56.1	35.7	8.2	5,126
Greece	43.9	51.2	4.9	3,699
LATIN AMERICA	**64.0**	**29.7**	**6.3**	**47,239**
Caribbean	**80.3**	**16.0**	**3.7**	**11,286**
Jamaica	79.6	16.8	3.6	2,878
Trinidad & Tobago	77.6	18.4	3.9	2,037
Bahamas	85.6	12.0	2.4	1,858
Dominican Republic	73.3	21.4	5.3	976
Haiti	88.5	8.9	2.6	795
Cntrl Amer/Mexico	**66.2**	**27.9**	**5.9**	**14,923**
Mexico	61.0	31.5	7.4	9,003
Panama	80.1	16.0	3.9	1,409
Honduras	78.4	17.7	3.9	1,148
Costa Rica	54.7	41.6	3.7	866
Guatemala	72.5	23.3	4.2	785
South America	**53.6**	**38.2**	**5.2**	**21,030**
Brazil	49.0	43.5	7.5	5,017
Venezuela	54.5	34.9	10.6	4,092
Colombia	50.2	37.4	12.4	3,208
Peru	61.2	33.8	5.1	2,382
Argentina	41.0	51.6	7.4	1,996
MIDDLE EAST	**55.3**	**37.6**	**7.1**	**30,246**
Turkey	37.3	56.5	6.2	6,716
Saudi Arabia	56.7	32.0	11.2	4,075
Iran	43.9	48.8	7.3	2,896
Kuwait	81.6	12.0	6.4	2,844
Israel	50.6	42.9	6.5	2,692
NORTH AMERICA	**59.0**	**35.6**	**5.4**	**23,394**
Canada	58.2	36.3	5.5	22,747
Bermuda	88.1	11.3	0.5	647
OCEANIA	**62.2**	**33.0**	**4.8**	**4,327**
Australia	51.1	42.0	6.9	2,247
New Zealand	46.6	49.1	4.4	798
WORLD	**50.4**	**43.1**	**6.5**	**452,635**

1 Includes intensive English Language, nondegree and practical training.

International Graduate Students; Positives Outweigh Negatives

Peter Syverson

Council of Graduate Schools

Over the past two decades, the presence of international students has been an important component of American graduate education. In theory, these students bring many benefits: they provide contact with other cultures and world views for their fellow graduate students, serve as teaching assistants for the American undergraduates, bring different research perspectives and skills into the laboratory and bring into our graduate programs excellent preparation from educational systems that often put more emphasis on mathematical achievement. During their time in the United States, international graduate students, particularly at the doctoral level, participate in research projects in university laboratories that add to the nation's research and technology base. There is ample evidence that many of the very best students in U.S. graduate schools are international students. They complete their doctoral degrees at higher rates than the average student and finish their doctoral degrees more quickly. National statistics indicate that about one-half of all international students return to their home countries immediately following the doctorate, and over the long term roughly 40% remain in the United States for more permanent employment. Those that remain continue to contribute to the national economy, and those that return often become ambassadors for U.S. universities and corporations, providing linkages for both research and trade.

In practice, however, the presence of international students has had some negative aspects. These stem mainly from two issues: the proportion of international students in any given institution or department, and the students' lack of integration into the university and the broader American society. Statistics indicate, for example, that in a number of fields and departments, a majority of doctoral students and degree recipients are international students. The presence of so many international students obviously helps support those fields and departments, but creates an artificial market owing to the apparent lack of interest of U.S. students in those fields. Moreover, in those institutions or departments it is possible for international students to spend their time almost exclusively with their fellows, speaking their native language in the laboratories, and thus missing the opportunity to learn English or to become exposed to American culture. Institutions should encourage the integration of international students into the university community at large.

On balance, however, the strong presence of international students continues to be a positive development for American graduate education. We are able to attract to our universities the best minds in the world. They contribute to our research efforts while they are here, and when they return to their home countries they become ideal contacts for American universities and business interests.

Ironically, as we debate the virtues of having so many international students in our universities, particularly from the Pacific Rim, the numbers of those students are shifting. Fewer students are coming from China, while the number from the Newly Independent States in Central and Eastern Europe is growing. In addition, other countries, especially Canada, are working to attract more international students into their graduate programs. Our challenge is to balance the free flow of research and researchers across the globe with the particular needs of the United States, at the same time that the international scene is changing.

Peter Syverson, an economist by training, has spent nearly two decades in the Washington policy arena involved in the collection and analysis of data on graduate-degree recipients. Prior to his position at CGS, he was director of the National Research Council's Survey of Earned Doctorates.

4.a

ACADEMIC LEVELS OF STUDY, 1994/95

International enrollments in U.S. graduate programs are affected by opportunities for advanced study at home. Long-term trends suggest that as nations become wealthier and develop strong post-baccalaureate educational infrastructures, for many students a U.S. graduate education may become less attractive than home grown opportunities.

Undergraduate
Graduate

African Students

Well over half of the African students in the United States are studying at the undergraduate level. This is especially true of students from Sub-Saharan countries, particularly Ethiopia and Kenya, where undergraduates outnumber graduates two to one. Close to two-thirds (60%) of the students from Nigeria are enrolled as undergraduates, and only among students from South Africa and Ghana are graduate and undergraduate enrollments evenly matched.

Unlike Sub-Saharan Africans, students from countries in North Africa are frequently enrolled at the graduate level. Of the largest North African national groups, almost two-thirds of Tunisians (64.3%) are graduate students, as are most Egyptians (58.4%) and Algerians (54.0%) and just over half of the Sudanese (51.8%). Students from Morocco and Libya are the exceptions, with a majority enrolling as undergraduates.

4.1

AFRICAN STUDENTS BY ACADEMIC LEVEL, 1994/95

Place of Origin	Undergraduate	Graduate	Other	Total[1]
AFRICA	**11,882**	**7,771**	**1,070**	**20,723**
Eastern Africa	**4,572**	**2,272**	**294**	**7,138**
Kenya	1,750	774	79	2,603
Ethiopia	906	357	62	1,325
Tanzania	442	224	37	703
Zimbabwe	436	231	19	687
Uganda	292	242	25	559
Zambia	241	102	11	354
Malawi	122	96	21	239
Mauritius	170	47	5	222
Somalia	51	33	8	91
Mozambique	23	45	9	78
Madagascar	32	40	5	77
Rwanda	31	37	5	72
Burundi	29	34	5	68
Djibouti	12	5	1	18
Seychelles	17	0	1	18
Eritrea	12	4	1	17
Comoros	6	1	0	7
Central Africa	**852**	**468**	**110**	**1,430**
Cameroon	438	285	35	758
Zaire	229	116	25	370
Angola	82	14	40	136
Gabon	49	16	1	67
Chad	19	5	1	25
Central African Republic	10	12	0	22
Congo	9	12	1	22
Equatorial Guinea	7	5	5	16
Sao Tome & Principe	6	3	2	11
Central Africa, Unspecified	3	0	0	3

Place of Origin	Undergraduate	Graduate	Other	Total[1]
North Africa	**1,558**	**1,749**	**215**	**3,522**
Egypt	567	921	90	1,577
Morocco	596	268	48	912
Sudan	183	228	29	440
Tunisia	81	182	20	283
Algeria	92	135	24	251
Libya	38	16	4	57
Canary Islands	2	0	0	2
Southern Africa	**1,430**	**1,123**	**119**	**2,672**
South Africa	994	828	96	1,919
Botswana	250	161	6	417
Swaziland	90	56	5	150
Namibia	69	48	7	124
Lesotho	27	30	5	62
West Africa	**3,452**	**2,159**	**332**	**5,943**
Nigeria	1,287	742	119	2,147
Ghana	586	530	40	1,156
Senegal	319	117	15	451
Cote d'Ivoire	220	141	46	406
Gambia	260	108	35	403
Liberia	270	100	17	388
Sierra Leone	192	89	15	296
Mali	93	83	11	187
Togo	47	66	5	118
Guinea	71	27	7	105
Benin	10	55	7	72
Cape Verde	44	17	5	65
Niger	14	40	2	56
Burkina Faso	9	26	1	36
Guinea-Bissau	12	10	3	25
Mauritania	12	8	4	24
West Africa, Unspecified	7	1	0	8
Africa, Unspecified	18	0	0	18

[1] Due to rounding, individual columns may not add up exactly to the total listed.

4.2

ASIAN STUDENTS BY ACADEMIC LEVEL, 1994/95

Place of Origin	Under-graduate	Graduate	Other	Total
ASIA	**119,166**	**126,564**	**16,059**	**261,789**
East Asia	**75,743**	**80,882**	**11,565**	**168,190**
Japan	32,825	8,033	4,418	45,276
China	5,287	32,679	1,436	39,403
Taiwan	12,344	22,247	1,817	36,407
Korea, Republic of	14,828	15,310	3,461	33,599
Hong Kong	10,041	2,469	425	12,935
Macao	328	52	5	385
Korea, Dem People's Rep	35	77	2	114
Mongolia	29	15	1	45
East Asia, Unspecified	26	0	0	26
South & Central Asia	**14,621**	**30,583**	**2,632**	**47,836**
India	5,732	25,769	2,037	33,537
Pakistan	4,440	2,271	278	6,989
Bangladesh	2,103	1,172	96	3,371
Sri Lanka	1,141	871	85	2,097
Nepal	877	359	28	1,264
Kazakhstan	137	55	75	267
Afghanistan	80	19	12	111
Uzbekistan	64	36	8	109
Kyrgyzstan	19	12	6	36
Bhutan	10	9	2	21
Tajikistan	8	7	2	17
Turkmenistan	5	3	3	10
Maldives, Republic of	6	1	0	7
Southeast Asia	**28,802**	**15,099**	**1,862**	**45,763**
Malaysia	11,172	2,149	296	13,617
Indonesia	8,239	3,226	406	11,872
Thailand	3,276	6,786	828	10,889
Singapore	3,306	1,058	110	4,473
Philippines	1,835	1,450	187	3,472
Vietnam	613	153	28	794
Myanmar	210	241	4	455
Laos	77	9	1	88
Cambodia	57	23	2	82
Brunei	17	4	0	21

Asian Students

This year's overall drop in graduate enrollments is especially sharp among students from Asia. The number of Asian graduate students, traditionally high and constituting over 50% of the Asian total, fell off markedly this year to 126,564, a loss of 5%.

The sizable number of students coming from East Asian countries largely determines trends in Asian enrollments. This year graduate level enrollments from most East Asian countries, with the exception of Japan, have dropped. The number of graduate students from China (32,679) is down 10%, from Taiwan (22,247) down by 10% and from South Korea (15,310) a less dramatic 3%. Graduate enrollments from Hong Kong, only about 19% of that country's total, are down by 13%. The number of Japanese graduate students, a small proportion of the Japanese total, rose 4% to 8,033.

India, the South and Central Asian country with the most students in the United States, is the home country of most graduate students from this region. Over three-quarters of Indian students in the United States study at the graduate level. This may change in coming years, however, as the number of Indian graduate students, like the graduate populations from many East Asian countries, is falling off. Indian graduate-level totals are down 6% to 25,769. Students from other countries within South and Central Asia are predominantly undergraduates.

Southeast Asians are atypical of Asians overall in that they enroll in undergraduate programs (63%) considerably more often than in graduate ones. Of the students from the leading countries in Southeast Asia, eight in ten Malaysians (82%) and nearly that proportion of Singaporeans (74%) are enrolled as undergraduates. Over half of Thais (62%), however, are enrolled at the graduate level.

European Students

As a whole, European students are well represented at both the undergraduate (52%) and graduate (40%) levels in the United States. A relatively high (8.5%) proportion study at the "other" level, a catchall which includes practical training, non-degree and intensive English programs.

A majority of the students from Eastern Europe are enrolled at the undergraduate level. This is particularly true of students from the former Yugoslavia, almost two-thirds of whom are enrolled as undergraduates. Students from Bulgaria (56%) and Poland (52%) are also predominantly undergraduate, while Russian undergraduates outnumber graduates only slightly. The Eastern European nation with the highest proportion of students enrolled in U.S. graduate schools is Romania (with close to 70%). While both graduate and undergraduate enrollments from this region are increasing, their proportions remain stable.

Among the leading Western European countries, the proportion of graduate students is highest among the Greeks (51%) and the Germans (49%), while students from Spain and the United Kingdom are predominantly undergraduates (56% and 59%). France also has a higher proportion of undergraduates (48%) than graduates (41%).

4.3

EUROPEAN STUDENTS BY ACADEMIC LEVEL, 1994/95

Place of Origin	Undergraduate	Graduate	Other	Total
EUROPE	**33,639**	**25,665**	**5,507**	**64,811**
Eastern Europe	**8,077**	**6,848**	**981**	**15,906**
Russia	2,303	2,174	355	4,832
Yugoslavia (former)	1,151	632	59	1,841
Poland	824	580	189	1,593
Bulgaria	780	570	46	1,396
Romania	323	780	30	1,133
Hungary	406	409	70	885
Ukraine	410	332	51	792
Czech Republic	355	254	45	654
U.S.S.R. (former)	198	375	21	594
Croatia	319	146	13	478
Estonia	164	57	5	226
Latvia	120	64	11	194
Lithuania	114	66	13	193
Slovakia	105	54	7	166
Bosnia & Herzegovina	126	23	2	152
Georgia	74	50	18	142
Albania	59	65	8	133
Slovenia	68	43	10	121
Armenia	33	66	5	104
Belarus	40	38	10	88
Azerbaijan	52	27	1	80
Czechoslovakia (former)	25	29	1	55
Moldova	29	14	11	54
Western Europe	**25,562**	**18,817**	**4,526**	**48,905**
Germany	3,371	4,212	1,009	8,592
United Kingdom	4,597	2,525	665	7,786
France	2,822	2,365	656	5,843
Spain	2,875	1,831	421	5,126
Greece	1,623	1,895	181	3,699
Sweden	2,755	504	174	3,432
Italy	1,105	1,277	323	2,704
Norway	1,505	514	104	2,123
Netherlands	977	639	231	1,847
Switzerland	802	571	256	1,630
Denmark	551	349	122	1,022
Finland	547	311	66	924
Ireland	463	383	64	909
Belgium	393	441	66	900
Austria	411	361	115	887
Portugal	374	328	37	739
Iceland	274	268	27	568
Luxembourg	41	21	2	65
Malta	48	14	1	63
Monaco	14	1	3	18
Liechtenstein	11	5	0	16
Andorra	3	2	3	9
San Marino	2	2	0	3

4.4

LATIN AMERICAN STUDENTS BY ACADEMIC LEVEL, 1994/95

Place of Origin	Under-graduate	Graduate	Other	Total
LATIN AMERICA	**30,213**	**14,009**	**3,017**	**47,239**
Caribbean	**9,061**	**1,812**	**413**	**11,286**
Jamaica	2,290	483	105	2,878
Trinidad & Tobago	1,582	375	80	2,037
Bahamas	1,590	223	44	1,858
Dominican Republic	716	209	52	976
Haiti	703	71	21	795
Barbados	479	111	31	621
Netherlands Antilles	364	113	23	500
Antigua	214	33	7	254
Grenada	169	39	6	214
Dominica	139	21	9	170
St. Lucia	115	26	8	149
St. Kitts-Nevis	104	22	8	134
Cayman Islands	122	6	4	132
St. Vincent	103	12	2	118
Cuba	65	13	8	86
British Virgin Islands	51	17	0	68
Aruba	39	1	1	41
Montserrat	18	4	0	22
Turks & Caicos Islands	18	1	0	19
Anguilla	12	4	0	16
Guadeloupe	8	0	2	10
Martinique	6	0	1	7
Leeward Islands	1	1	0	2
Windward Islands	1	1	0	2
Caribbean, Unspecified	150	26	1	177
Cntrl Amer/Mexico	**9,877**	**4,164**	**882**	**14,923**
Mexico	5,496	2,837	670	9,003
Panama	1,128	225	55	1,409
Honduras	900	204	45	1,148
Costa Rica	474	360	32	866
Guatemala	569	183	33	785
El Salvador	604	130	26	760
Nicaragua	452	149	14	615
Belize	251	76	7	334
Cntrl Amer/Mexico, Unspec	3	0	0	3
South America	**11,275**	**8,033**	**1,722**	**21,030**
Brazil	2,460	2,181	376	5,017
Venezuela	2,232	1,428	432	4,092
Colombia	1,610	1,199	399	3,208
Peru	1,457	804	120	2,382
Argentina	818	1,029	148	1,996
Ecuador	1,031	354	86	1,471
Chile	350	480	78	907
Bolivia	543	183	32	757
Guyana	336	109	22	467
Uruguay	161	145	13	319
Paraguay	160	79	12	251
Suriname	109	41	4	153
French Guiana	5	2	0	6
Falkland Islands	3	0	0	3
South America, Unspecified	1	0	0	1

Latin American Students

Latin America has the highest proportion of students enrolled at the undergraduate level. Almost two-thirds (64%) of the Latin Americans who study here are undergraduates.

Students from the Caribbean are overwhelmingly undergraduate, with 80% enrolled in associate or bachelor's degree programs. Among Jamaicans (the most numerous group) the figure is 80%, and for several other national groups within the Caribbean, the percentage is even higher.

Mexico, which has more students in the United States than any other Latin American country, has a relatively high proportion of students in graduate programs (31.5%). Only Costa Rica has a higher share (42%). Conversely, 80% of the students from Panama are undergraduate, as are a large majority of the students from Honduras (78%) and Guatemala (72.5%). This year's jump in Mexican enrollments occurred only at the undergraduate level.

Compared to other subregions of Latin America, the proportion of South Americans coming to the United States as undergraduates is relatively small (54%). The proportions of Argentineans (41%) and Brazilians (49%) at this level are particularly low, while Peru's share of undergraduates is highest at 61%.

Middle Eastern Students

Middle Easterners who come to the United States for study are more often enrolled at the undergraduate (55%) than the graduate (38%) level.

Turkey, which has more students in the United States than does any other Middle Eastern country, also has the highest proportion of graduate students here (57%).

Students from Kuwait are most often enrolled as undergraduates: close to 82% are in associate or bachelor's degree programs. The majority of Saudi Arabian students are also undergraduate (57%), and a comparatively high percentage (11.2%) are in the "other" category, which for Saudi Arabian students is most often intensive English language training.

Israeli and Iranian students are fairly evenly divided between undergraduate and graduate programs.

4.5

MIDDLE EASTERN STUDENTS BY ACADEMIC LEVEL, 1994/95

Place of Origin	Undergraduate	Graduate	Other	Total
MIDDLE EAST	**16,713**	**11,373**	**2,160**	**30,246**
Turkey	2,505	3,793	418	6,716
Saudi Arabia	2,312	1,305	458	4,075
Iran	1,272	1,413	212	2,896
Kuwait	2,320	341	183	2,844
Israel	1,363	1,154	175	2,692
Jordan	1,295	995	141	2,431
United Arab Emirates	1,617	206	247	2,071
Cyprus	1,318	603	41	1,962
Lebanon	1,003	733	99	1,835
Syria	354	267	57	678
Oman	401	144	40	585
Qatar	307	89	31	427
Yemen	294	112	20	426
Bahrain	239	85	19	343
Iraq	107	130	18	255
Middle East, Unspecified	6	3	1	10

4.6

NORTH AMERICAN STUDENTS BY ACADEMIC LEVEL, 1994/95

Place of Origin	Under-graduate	Graduate	Other	Total
NORTH AMERICA	**13,811**	**8,328**	**1,255**	**23,394**
Canada	13,241	8,255	1,251	22,747
Bermuda	570	73	4	647

4.7

OCEANIAN STUDENTS BY ACADEMIC LEVEL, 1994/95

Place of Origin	Under-graduate	Graduate	Other	Total
OCEANIA	**2,689**	**1,430**	**208**	**4,327**
Australia	1,149	943	155	2,247
New Zealand	372	391	35	798
Fed States of Micronesia	540	30	4	574
Fiji	126	18	4	147
Tonga	123	7	1	131
Western Samoa	118	5	0	123
Palau	88	4	1	94
French Polynesia	73	11	7	92
Kiribati	33	2	0	35
Papua New Guinea	9	12	1	22
Cook Islands	18	0	0	18
Solomon Islands	6	4	0	10
Marshall Islands	9	1	0	10
Vanuatu	9	0	0	9
Niue	6	1	0	7
Tuvalu	6	0	0	6
New Caledonia	3	0	0	3
Nauru	1	0	0	1
Stateless	71	26	8	105
WORLD	**228,184**	**195,166**	**29,284**	**452,635**

North American and Oceanian Students

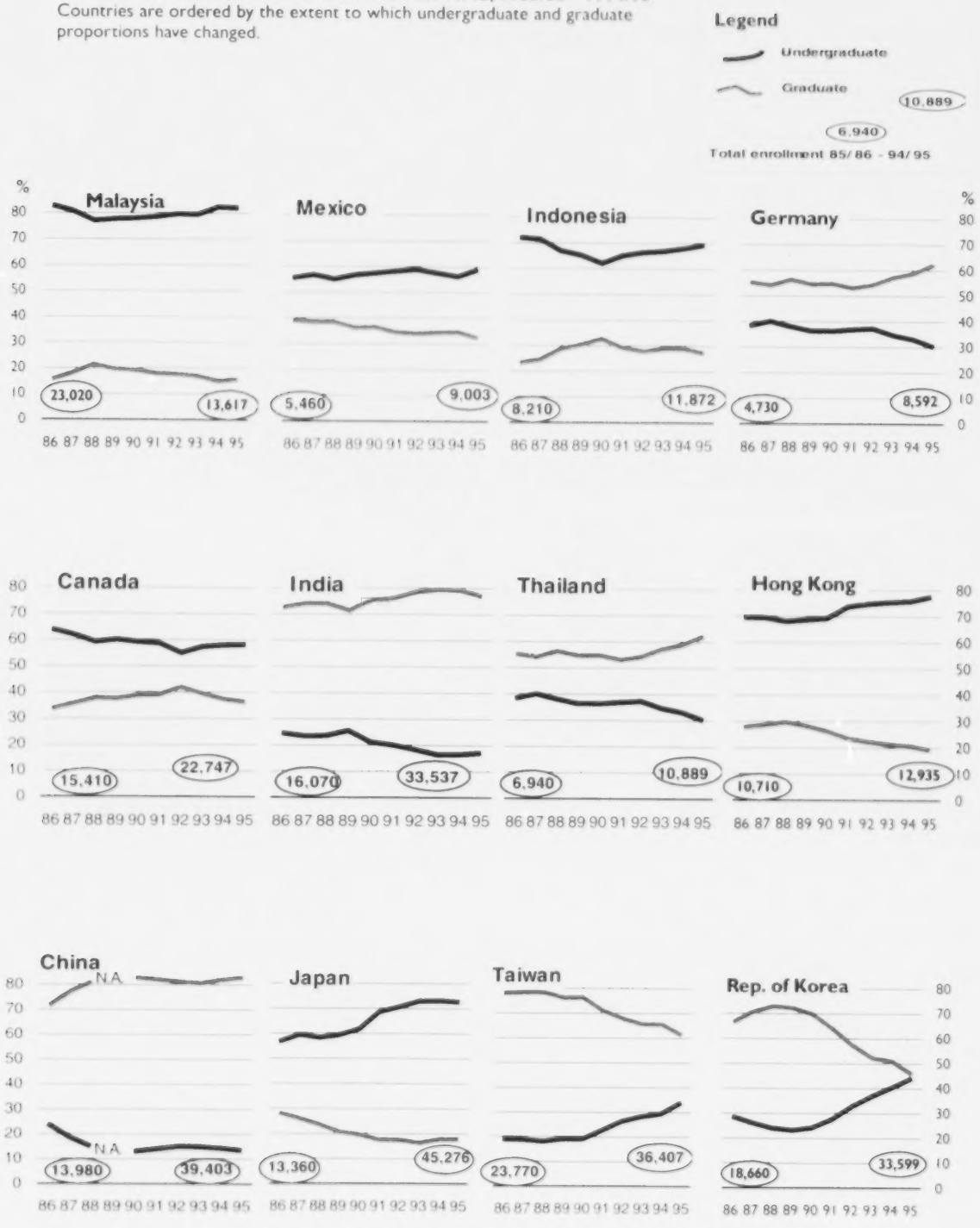
Just over one-third of the North American students (predominantly Canadian) who come to the United States are enrolled as graduate students. For students from Bermuda the figure is a little over one in ten.

Oceanian students, that is, students from Australia, New Zealand and the Pacific Islands, are more often undergraduate (62%) than graduate (33%). Australians, the most numerous groups of Oceanians, are mostly undergraduate (51%), while students from New Zealand are more evenly divided between the two levels (47% undergraduate and 49% graduate).

4.b

ACADEMIC LEVEL, PROPORTIONS OVER TIME, 1985/86 - 1994/95

Countries are ordered by the extent to which undergraduate and graduate proportions have changed.



Enrollment Shifts Over Time:

Tight times ahead for graduate education?

The sharp drop in graduate enrollments from many Asian countries this year may not be a statistical fluke. Annual changes in enrollment patterns may be abrupt, but over the past nine years the relative proportion of graduate students from many of the leading home places for foreign students bound for the United States has declined. The enrollment proportions shown here (Figure 4.b) are for the 12 leading places of origin for foreign students in the United States. The scales are ordered by the magnitude of the absolute difference of the proportion of graduate and undergraduate enrollments between 1986 and 1995. Enrollment proportions in countries such as Malaysia and Mexico have been relatively stable throughout the period.

The major East Asian countries have changed their enrollment mix in significant ways. All of these nations, except China, currently have a smaller proportion of graduate students studying in the United States than they did nine years ago. While the Chinese enrollment mix has not changed over time, the total number of Chinese students studying in the United States has dropped over the past two years by 6,000 students.

Among other leading countries with a more stable mix of enrollments, only Thailand appears to have significantly increased its proportion of graduate students enrolled in this country over the past five years. The other nations, including Malaysia, Mexico, Indonesia and Canada, all have predominantly undergraduate enrollments and these are largely stable.

Despite the downward trend in international graduate enrollments from most of Asia, other countries, including Thailand and Germany, are increasing their proportion of graduate enrollments in the United States. Overall international graduate enrollments in U.S. programs have dropped about 3% from 1993/94. It is not clear whether or not this emerging trend will continue. As the United States continues to build its relationships with Vietnam and the countries in Eastern Europe, other sources of graduate enrollments may soon become increasingly important.

International enrollments in U.S. graduate programs are affected by opportunities for advanced study at home. Long-term trends suggest that as nations become wealthier and develop strong post-baccalaureate educational infrastructures, for many students a U.S. graduate education may become less attractive than home grown opportunities. Consideration of these trends should be important in the ongoing dialogue over the role of international students in U.S. graduate training programs.

Comparative Analysis of Costs of Postgraduate Courses for Overseas Students in Australia, New Zealand, the UK, Canada and the US

Dorothy Davis

IDP Education Australia

IDP Education Australia in 1994 carried out a study for Australia's Department of Employment, Education and Training (DEET) on the costs of postgraduate courses for overseas students in Australia, New Zealand, the United Kingdom, Canada and the United States.

Fee Policies

Australia, in comparison with New Zealand, the United Kingdom, Canada and the United States, has clear, consistent, rational and understandable policies within which fees for overseas students are set. In Australia, New Zealand and the United Kingdom, fees for overseas students for postgraduate programs at each university tend to vary across fields of study. In North America, fees for postgraduate courses at each university tend to be the same across all fields of study. The fee policies of Australia's universities constitute a competitive advantage for Australia. Of Australia's 38 universities, 29 universities representing 81.4% of the overseas students at Australian universities, have a policy of fixing fees for the normal duration of the course. Generally, universities in overseas countries review fees annually.

Fee Ranges

IDP Education Australia collected data on fees from universities in Australia, New Zealand, the United Kingdom, Canada and the United States for courses in seven fields of study. Fees were for 1994 in Australia and New Zealand, and 1993/94 in the United Kingdom, Canada and the United States. Currency conversions into US dollars was on 30 September 1994, when $A1 was worth $US0.74. Results for 1) Arts Masters; 2) Engineering PhD; 3) MBA Programs are presented below.

Total Costs

Surveys of expenditures in the five countries confirm that annual living costs for a student in Australia are comparable with those in New Zealand, the United Kingdom, Canada and the United States. Australia is competitive with comparable countries in total costs taking account of fees costs, living costs, health insurance, air fares and visa costs.

Other Competitive Advantages

Postgraduate students may work full time. Australia's support of its overseas students in the area of English language compares favorably with practice in New Zealand, United Kingdom, Canada and United States. Australia's proximity to Asia, its multicultural society, safe environments and climate are natural advantages.

Recommendations

The findings of this study are important to Australian universities in terms of international marketing, to governments, ministries, departments and agencies in source countries, and, through the Australian Education Centers, IDP Australia and overseas agents, to potential students.

Dorothy Davis is the director of the International Students Division of IDP Education Australia, Canberra. She has regularly served as project director for research studies funded by government agencies. For further information about this report, contact Dorothy Davis, IDP Education Australia, 1 Geils Court, Deakin ACT 2600 AUSTRALIA. Tel: 61-6-285-8222.

	Australia	NZ	UK	Canada	US Public	US Private
1:	$7,844	$7,852	$8,780	$5,546	$8,082	$15,534
2:	$11,100	$10,872	$11,644	$5,540	$7,806	$18,202
3:	$10,360	$15,402	$10,710	$5,546	$8,214	$17,520

5

Field of Study and Sex by Nationality

PROFILES

This section presents information on foreign students' fields of study and sex by nationality. Every other year since 1979, individual student data has been collected by IIE and published in *Profiles*. This year individual student data is included as a chapter in *Open Doors*. This data was collected during the 1993/94 academic year, a year earlier than the data in other sections. Unlike the *Open Doors* census, which is based on aggregate totals by category (nationality, field of study, etc.), the *Profiles* data is collected on an individual basis from reporting colleges and universities. Since the collection and reporting of individual student data represents an enormous effort, the response rate to this biennial survey is considerably lower than that of *Open Doors*, which this year is 97%. Approximately 71% of the institutions with foreign students in 1993/94 provided detailed individual data on 236,103 foreign students, or about 52.4% of the total foreign student population. Thus the following analysis is based on a sample of the entire foreign student population. However, there is strong evidence that this sample is representative of the whole population. The interested reader may refer to Section 14 for an analysis of this issue.

Data which allows for a detailed description of academic field by nationality is especially interesting to policy makers and analysts who are concerned with the training needs and capabilities of established and emerging economies. In the postmodern economy, the relationship between a nation's educational infrastructure and its ability to be competitive in the global marketplace is strong. To complete the picture of a nation's stock of skilled individuals, both domestic and international sources must be included. The analysis in this section highlights the relationship between student flows and economic development. Other approaches to understanding this data are also useful. A complete set of nationality by field of study data is available on the disk enclosed in this report.

This chapter is divided into three sections. The first examines the field of study choices by international students in the United States by world region, subregion and leading countries for 13 separate academic areas. Overall enrollment proportions are presented first, followed by an analysis by academic level (graduate and undergraduate).

5.0

FIELD OF STUDY OF FOREIGN STUDENTS BY WORLD REGION AND LEADING PLACE OF ORIGIN, 1993/94

World Region/ Country	Agriculture	Business	Education	Engineering	Fine & App Arts	Health Sci	Humanities
■ AFRICA	**4.5**	**18.5**	**4.5**	**15.1**	**2.6**	**7.9**	**5.7**
Eastern Africa	**5.4**	**20.7**	**4.3**	**11.8**	**2.1**	**8.6**	**5.6**
Kenya	5.1	23.8	4.9	8.5	2.5	5.8	6.2
Ethiopia	4.1	18.2	3.0	15.2	1.8	12.7	2.8
Central Africa	**7.2**	**16.4**	**3.7**	**12.8**	**1.3**	**10.1**	**6.0**
Cameroon	7.7	14.9	3.4	13.7	1.9	11.6	3.9
North Africa	**3.7**	**14.9**	**4.8**	**22.5**	**4.1**	**5.0**	**5.0**
Egypt	2.7	10.0	1.3	39.7	5.3	5.2	2.8
Morocco	5.6	25.7	1.3	19.5	3.3	2.3	5.6
Southern Africa	**3.8**	**15.8**	**9.4**	**9.8**	**4.5**	**5.8**	**6.3**
South Africa	1.8	15.1	9.5	9.6	5.5	4.9	7.3
West Africa	**3.6**	**20.3**	**4.6**	**11.6**	**1.9**	**9.9**	**6.6**
Nigeria	2.2	18.6	5.8	9.9	1.9	14.2	5.4
Ghana	2.8	16.1	4.3	14.3	2.3	8.0	9.9
■ ASIA	**1.5**	**20.6**	**2.7**	**20.1**	**5.5**	**3.1**	**3.0**
East Asia	**1.4**	**18.5**	**3.4**	**15.0**	**6.9**	**3.0**	**3.8**
China	2.4	10.8	2.5	22.0	2.6	4.1	2.3
Japan	0.7	21.0	3.3	3.9	8.3	1.3	5.0
Taiwan	1.5	22.8	5.8	21.0	7.4	3.7	2.1
Korea, Rep of	1.2	16.4	2.9	13.3	11.0	2.4	7.0
Hong Kong	0.4	31.4	1.4	16.3	7.1	4.7	1.5
So & Cntrl Asia	**1.8**	**15.0**	**1.2**	**36.7**	**2.0**	**3.5**	**1.3**
India	1.4	12.7	1.1	39.0	2.1	3.7	1.4
Pakistan	2.6	23.2	1.3	34.5	1.5	2.5	0.8
Bangladesh	1.6	19.1	0.5	36.0	2.1	2.8	1.1
Sri Lanka	2.5	18.7	1.7	21.7	2.0	2.4	1.1
Southeast Asia	**1.3**	**35.1**	**1.6**	**20.7**	**4.1**	**3.0**	**2.1**
Malaysia	0.8	32.2	1.4	29.5	3.2	2.1	1.2
Indonesia	1.8	41.1	1.0	20.2	4.5	1.2	1.6
Thailand	1.2	41.5	2.4	13.6	4.5	2.6	1.4
Singapore	0.3	31.0	1.5	20.5	5.5	2.4	2.2
Philippines	3.6	18.9	2.9	9.0	4.1	13.4	5.8
■ EUROPE	**1.1**	**21.7**	**2.5**	**10.5**	**6.0**	**2.8**	**7.3**
Eastern Europe	**1.5**	**18.1**	**1.9**	**9.7**	**5.7**	**2.3**	**6.2**
Yugoslavia (former)	1.2	16.2	1.3	19.6	8.4	4.0	4.3
Russia	0.7	19.1	1.9	7.5	4.3	1.2	6.8
Poland	1.6	15.1	1.7	10.3	7.0	4.6	9.1

The second section presents the development of field of study choices over time for selected Asian countries in business, the physical sciences, and in engineering and math and computer sciences. The third section presents the access and participation rates of foreign students in U.S. higher education by sex and nationality.

5.0 *(cont.)*

FIELD OF STUDY OF FOREIGN STUDENTS BY WORLD REGION AND LEADING PLACE OF ORIGIN, 1993/94

Math & Comp Sci	Phys & Life Sci	Social Sci	Other	IEP	Undeclared	Students in *Profiles*	Students in *Open Doors* 1993/94
7.0	**8.3**	**11.0**	**7.4**	**0.8**	**6.7**	**11,122**	**20,569**
8.0	**8.2**	**10.0**	**7.9**	**0.6**	**7.0**	**3,980**	**7,093**
8.5	7.0	11.6	9.5	0.3	6.3	1,265	2,399
8.1	10.4	6.2	7.4	1.2	8.9	835	1,510
4.8	**9.2**	**11.1**	**7.5**	**2.5**	**7.5**	**751**	**1,472**
4.6	10.4	8.0	9.4	2.4	8.2	415	832
7.5	**8.5**	**10.6**	**6.6**	**0.8**	**6.2**	**3,392**	**3,614**
7.5	8.7	5.6	4.1	0.5	6.6	851	1,537
10.0	8.4	4.2	5.6	3.1	5.2	478	946
4.8	**8.5**	**15.5**	**9.3**	**0.3**	**6.1**	**1,417**	**2,563**
4.1	8.6	15.8	10.3	0.2	7.4	1,020	1,853
5.8	**8.1**	**12.6**	**7.6**	**0.8**	**6.6**	**2,992**	**5,804**
6.1	7.0	12.4	9.3	0.3	7.0	1,156	2,285
4.6	11.2	13.1	7.9	0.2	5.4	609	1,113
9.6	**9.9**	**7.6**	**7.9**	**2.7**	**5.8**	**136,587**	**264,693**
8.4	**11.8**	**8.7**	**9.4**	**3.7**	**6.1**	**87,328**	**171,279**
12.1	26.9	6.6	3.8	0.8	3.1	24,155	44,381
3.1	3.1	14.0	18.2	8.1	10.1	23,339	43,770
10.4	7.4	4.9	7.0	2.0	4.0	17,554	37,581
7.6	8.8	9.4	9.4	4.6	5.9	15,313	31,076
10.5	5.1	6.1	5.9	1.0	8.7	6,374	13,752
15.7	**8.8**	**5.6**	**3.8**	**0.2**	**4.5**	**26,568**	**48,941**
17.1	9.1	4.6	3.5	0.1	4.0	19,102	34,796
11.8	5.7	6.2	4.1	0.1	5.7	3,785	7,299
11.0	7.4	9.8	3.7	0.7	4.2	1,677	3,236
13.9	17.0	9.4	3.8	0.0	5.7	1,271	2,201
7.2	**4.0**	**5.9**	**6.8**	**1.7**	**6.6**	**22,686**	**44,461**
9.2	3.3	5.4	5.1	0.9	5.6	7,076	13,718
5.7	3.6	5.0	5.8	1.6	7.1	5,912	11,744
6.1	3.2	5.7	7.8	4.1	5.9	4,948	9,537
7.2	3.5	7.8	10.5	0.1	7.5	2,583	4,823
7.4	9.8	8.3	9.2	0.4	7.1	1,629	3,528
6.1	**9.0**	**10.8**	**9.7**	**1.0**	**11.4**	**33,234**	**62,442**
10.4	**14.8**	**9.6**	**7.5**	**1.6**	**10.5**	**6,818**	**12,929**
10.4	13.8	5.9	7.7	0.2	6.8	893	1,739
9.6	17.8	10.6	5.3	2.2	13.0	1,329	1,582
8.3	11.8	8.1	9.0	2.6	10.8	701	1,424

5.0 (cont.)
FIELD OF STUDY OF FOREIGN STUDENTS BY WORLD REGION AND LEADING PLACE OF ORIGIN, 1993/94

World Region/ Country	Agriculture	Business	Education	Engineering	Fine & App Arts	Health Sci	Humanities
Western Europe	**1.0**	**22.7**	**2.7**	**10.7**	**6.0**	**3.0**	**7.6**
Germany	0.8	18.5	2.1	7.3	6.3	2.4	10.3
United Kingdom	0.6	17.0	5.0	5.8	7.3	3.5	6.9
France	1.0	30.8	1.4	10.7	3.8	2.2	9.6
Spain	1.3	27.5	1.5	16.0	4.4	2.2	10.4
Greece	1.0	17.8	2.8	22.2	3.8	3.4	4.3
Sweden	0.5	28.8	3.0	7.1	7.8	2.3	4.0
Italy	1.3	15.1	0.7	10.8	5.9	3.8	11.4
Norway	0.3	31.3	3.3	18.0	5.8	3.6	1.6
Netherlands	2.4	27.1	1.5	8.4	4.8	3.4	4.5
Switzerland	0.9	19.1	1.6	8.5	10.5	4.5	6.1
Ireland	0.6	18.1	7.9	6.3	3.3	6.5	12.6
■ LATIN AMERICA	**3.2**	**22.7**	**3.4**	**15.0**	**4.8**	**4.2**	**4.3**
Caribbean	**1.5**	**28.7**	**4.6**	**13.1**	**3.7**	**8.3**	**3.0**
Jamaica	1.2	30.8	3.3	11.8	3.7	10.8	2.1
Trinidad & Tobago	0.8	23.2	3.0	12.9	3.3	10.3	1.9
Bahamas	0.9	27.6	7.3	13.6	3.0	8.4	3.0
Dominican Republic	4.2	27.4	3.9	20.4	5.1	1.9	4.6
Cntrl Amer/Mexico	**4.1**	**20.7**	**3.0**	**16.8**	**4.9**	**2.2**	**4.4**
Mexico	3.7	19.5	2.4	13.7	4.8	1.7	5.2
Panama	2.0	23.0	2.7	28.8	4.3	2.8	2.3
Honduras	6.4	21.0	4.9	22.7	4.9	4.0	1.9
Costa Rica	6.2	22.5	3.7	13.9	7.2	1.4	4.2
South America	**3.5**	**21.2**	**3.1**	**14.7**	**5.4**	**3.5**	**4.9**
Brazil	4.7	19.6	3.4	14.8	7.1	3.8	3.9
Venezuela	1.5	24.4	3.2	17.0	5.6	2.7	2.4
Colombia	3.1	19.3	3.1	15.4	4.0	5.5	6.2
Peru	2.6	26.6	2.3	13.5	4.3	3.5	5.1
Argentina	3.8	17.7	2.8	10.8	5.7	2.4	9.9
Ecuador	3.8	25.0	5.0	12.3	4.6	1.9	3.4
■ MIDDLE EAST	**1.2**	**17.9**	**2.1**	**29.9**	**3.1**	**5.5**	**1.9**
Turkey	1.6	31.8	1.4	21.6	3.3	1.5	1.6
Saudi Arabia	0.9	12.3	3.2	31.9	1.9	6.1	2.0
Iran	0.8	6.3	1.6	27.7	2.1	14.0	1.2
Israel	0.6	16.7	2.2	20.0	8.8	4.5	3.8
Jordan	1.4	13.9	2.5	36.2	2.5	5.7	2.6
Kuwait	0.8	11.4	1.4	41.7	1.8	4.6	0.5
Lebanon	1.2	13.7	1.8	37.8	3.7	6.3	1.8
Cyprus	1.6	30.3	3.7	23.3	5.5	2.9	1.8
United Arab Emirates	0.3	21.2	0.7	38.8	0.9	3.7	1.4
Syria	1.0	12.3	1.8	33.6	2.9	11.5	3.4
■ NORTH AMERICA	**1.8**	**11.0**	**14.6**	**6.0**	**7.5**	**16.4**	**5.0**
Canada	1.8	10.6	14.6	6.0	7.5	16.6	5.1
■ OCEANIA	**2.4**	**16.4**	**6.4**	**5.2**	**8.3**	**4.7**	**8.0**
Australia	2.2	15.8	6.6	5.3	9.4	5.0	8.5
Fed. States of Micronesia	1.3	24.4	7.1	4.5	0.0	2.6	3.2
***Profiles* Total**	**4,088**	**47,463**	**8,156**	**42,003**	**12,543**	**10,100**	**9,298**
Percent of Total	**1.7**	**20.1**	**3.5**	**17.8**	**5.3**	**4.3**	**3.9**

5.0 (cont.)

FIELD OF STUDY OF FOREIGN STUDENTS BY WORLD REGION AND LEADING PLACE OF ORIGIN, 1993/94

Math & Comp Sci	Phys & Life Sci	Social Sci	Other	IEP	Undeclared	Students in *Profiles*	Students in *Open Doors* 1993/94
4.9	**7.6**	**11.1**	**10.2**	**0.9**	**11.6**	**26,416**	**49,496**
5.4	12.1	12.2	8.7	0.5	13.6	4,572	8,508
4.1	8.4	15.1	10.3	0.3	15.8	4,189	7,828
3.0	5.5	6.6	9.9	1.0	14.4	2,845	5,976
3.4	4.5	8.0	10.7	1.7	8.2	3,238	5,246
11.5	10.9	9.4	6.5	0.8	5.6	2,135	4,144
3.3	4.6	10.9	13.6	1.1	12.8	1,746	3,226
7.9	7.7	15.6	9.5	2.4	7.9	1,234	2,569
4.7	2.7	6.7	11.3	0.4	10.3	1,466	2,473
3.2	9.5	12.4	11.1	0.2	11.5	1,033	1,887
6.1	4.8	13.3	12.6	3.1	8.8	752	1,575
4.5	7.1	11.2	11.4	0.4	10.0	491	931
5.6	**7.2**	**9.5**	**9.7**	**2.6**	**7.7**	**24,111**	**45,246**
5.2	**8.2**	**8.8**	**8.8**	**0.4**	**5.7**	**5,444**	**10,672**
4.6	7.8	7.1	10.9	0.1	5.7	1,365	2,998
7.3	11.2	10.1	10.0	0.1	5.9	953	1,855
5.4	9.7	8.9	7.0	0.2	4.9	957	1,808
4.1	5.5	10.4	4.4	1.9	6.0	565	1,045
5.0	**5.9**	**9.0**	**12.3**	**3.1**	**8.7**	**7,925**	**13,866**
5.7	5.8	8.8	15.0	4.1	9.5	4,690	8,021
5.5	4.8	6.9	9.1	1.7	5.9	812	1,545
4.9	5.7	7.8	8.3	1.7	5.7	528	962
3.3	9.1	11.8	9.0	1.1	6.7	569	885
6.2	**7.7**	**10.3**	**8.2**	**3.3**	**8.0**	**10,742**	**20,708**
7.8	8.1	10.2	7.2	2.6	6.9	2,530	4,977
6.0	6.4	7.5	8.3	6.3	8.7	1,974	3,742
4.6	7.6	9.4	7.8	5.8	8.1	1,557	3,077
6.3	7.3	12.5	7.1	1.2	7.8	1,285	2,587
5.6	10.2	12.8	7.9	1.4	9.1	1,093	2,036
3.9	5.9	9.0	13.6	2.8	9.0	745	1,356
8.1	**7.6**	**7.1**	**6.1**	**3.0**	**6.4**	**15,527**	**29,509**
6.4	5.9	10.6	4.7	2.9	6.9	2,919	5,474
9.8	4.7	8.5	7.0	5.7	6.0	2,236	3,721
11.1	21.2	4.1	4.0	0.4	5.5	1,837	3,621
7.9	6.5	11.8	9.5	1.0	6.8	1,392	2,913
10.3	7.2	5.1	4.8	1.3	6.6	1,383	2,826
6.6	3.4	4.3	8.2	6.6	8.7	1,311	2,556
9.2	7.5	5.3	6.0	1.1	4.5	1,084	2,165
7.4	5.3	7.6	4.5	0.4	5.7	910	1,798
4.4	2.9	3.5	8.3	6.3	7.4	968	1,670
9.2	7.9	4.2	6.8	1.3	3.9	381	761
1.9	**6.3**	**12.4**	**9.0**	**0.2**	**7.9**	**12,677**	**23,288**
1.9	6.4	12.3	9.1	0.2	8.0	12,307	22,655
4.3	**6.3**	**15.6**	**12.8**	**0.6**	**8.9**	**1,870**	**3,857**
3.3	5.9	16.0	11.4	0.4	10.3	1,158	2,249
9.6	3.8	14.7	22.4	1.3	5.1	156	589
18,977	**21,429**	**20,541**	**19,627**	**5,291**	**16,587**	**236,103**	**449,749**
8.0	**9.1**	**8.7**	**8.3**	**2.2**	**7.0**	**100.0**	**100.0**

5.1

FIELD OF STUDY OF GRADUATE FOREIGN STUDENTS BY WORLD REGION AND LEADING PLACE OF ORIGIN, 1993/94

GRADUATE

FIELD OF STUDY (PERCENTAGES)

World Region/ Country	Agriculture	Business	Education	Engineering	Fine & App Arts	Health Professions	Humanities
AFRICA	**8.1**	**10.5**	**7.6**	**16.2**	**2.6**	**6.8**	**10.1**
Eastern Africa	**11.0**	**10.6**	**7.3**	**10.6**	**1.2**	**8.3**	**11.9**
Kenya	8.5	10.3	11.4	9.4	1.7	6.0	14.8
Ethiopia	9.6	10.7	4.8	17.1	2.1	10.2	7.0
Central Africa	**15.2**	**9.0**	**8.2**	**10.2**	**0.8**	**8.6**	**11.9**
Cameroon	16.8	5.6	8.8	12.8	0.8	5.6	8.8
North Africa	**5.8**	**8.2**	**1.8**	**37.5**	**4.0**	**4.8**	**4.8**
Egypt	3.2	6.5	1.4	46.6	5.9	5.9	2.2
Morocco	15.4	21.7	1.4	14.7	0.7	0.7	13.3
Southern Africa	**5.0**	**10.6**	**17.2**	**7.8**	**4.8**	**6.5**	**8.9**
South Africa	2.8	9.3	17.3	9.8	6.3	5.0	9.0
West Africa	**6.8**	**12.9**	**8.3**	**9.2**	**2.1**	**6.6**	**12.8**
Nigeria	3.1	15.2	8.6	7.9	2.1	9.0	11.2
Ghana	4.9	6.1	8.5	11.7	2.8	6.9	17.4
ASIA	**2.4**	**15.8**	**3.7**	**26.7**	**3.5**	**3.5**	**3.6**
East Asia	**2.3**	**14.1**	**4.5**	**22.2**	**4.3**	**3.5**	**4.5**
China	2.8	8.7	2.5	23.9	2.0	3.5	2.6
Japan	1.5	28.5	7.1	8.0	6.4	2.5	8.1
Taiwan	1.9	18.2	7.7	27.0	5.3	4.0	2.3
Korea, Rep of	2.2	13.8	4.2	18.3	7.4	2.6	11.0
Hong Kong	0.5	21.3	3.4	21.3	5.6	4.8	4.4
So/Cntrl Asia	**2.3**	**11.7**	**1.4**	**42.2**	**1.9**	**3.7**	**1.4**
India	1.6	11.0	1.2	43.8	1.9	3.7	1.5
Pakistan	7.0	17.4	2.6	36.8	1.5	4.8	0.7
Bangladesh	3.5	9.5	0.9	42.9	3.3	4.0	1.9
Sri Lanka	4.3	18.3	2.8	20.9	1.9	1.9	1.3
Southeast Asia	**3.1**	**37.0**	**3.7**	**16.5**	**2.8**	**3.5**	**3.5**
Malaysia	1.8	23.3	5.9	21.8	4.3	4.2	2.9
Indonesia	5.3	32.0	2.7	21.7	3.0	1.8	3.7
Thailand	1.8	53.2	3.2	13.2	1.8	3.6	1.0
Singapore	0.4	24.2	4.2	19.0	5.1	4.6	5.7
Philippines	7.3	16.8	4.6	9.9	2.6	5.2	8.8
EUROPE	**1.9**	**16.7**	**2.7**	**13.6**	**5.1**	**3.3**	**12.0**
Eastern Europe	**2.1**	**9.8**	**2.4**	**14.9**	**5.6**	**1.6**	**8.3**
Yugoslavia (former)	3.0	4.5	2.1	30.0	9.1	3.0	7.3
Russia	1.2	8.7	2.2	11.1	4.8	1.4	8.2
Poland	3.3	6.7	2.6	19.0	7.8	1.9	16.4

5.1 (cont.)

FIELD OF STUDY OF GRADUATE FOREIGN STUDENTS BY WORLD REGION AND LEADING PLACE OF ORIGIN, 1993/94

GRADUATE

FIELD OF STUDY (PERCENTAGES)						
Math & Comp Sci	Phys & Life Sci	Social Science	Other	IEP	Undeclared	Students Reported
6.0	**10.4**	**15.1**	**4.6**	**0.2**	**1.8**	**4,102**
5.6	**10.8**	**15.1**	**5.5**	**0.2**	**1.9**	**1,247**
4.0	8.8	17.4	6.6	0.3	0.9	351
4.8	20.3	11.8	1.1	0.0	0.5	187
6.1	**10.2**	**15.6**	**3.7**	**0.0**	**0.4**	**244**
8.0	14.4	10.4	7.2	0.0	0.8	125
10.3	**10.4**	**8.0**	**2.4**	**0.2**	**1.7**	**975**
8.7	9.9	5.9	1.8	0.2	1.8	494
8.4	11.2	6.3	4.9	0.7	0.7	143
4.1	**10.4**	**19.3**	**4.6**	**0.0**	**0.9**	**540**
3.8	12.0	18.5	5.5	0.0	1.0	400
3.7	**9.9**	**19.2**	**5.7**	**0.5**	**2.5**	**1,096**
3.6	7.6	19.3	9.5	0.2	2.6	420
4.0	14.2	17.4	4.5	0.0	1.6	247
11.3	**16.4**	**7.5**	**4.0**	**0.1**	**1.3**	**64,202**
10.3	**20.2**	**8.2**	**4.5**	**0.2**	**1.3**	**41,382**
12.0	31.5	6.3	3.2	0.1	1.2	18,418
3.2	6.0	17.3	7.7	0.4	3.2	3,511
11.4	10.0	5.4	5.3	0.2	1.1	10,627
7.4	14.5	12.5	4.9	0.2	0.9	7,147
13.4	11.4	7.9	4.5	0.1	1.4	1,321
15.9	**10.4**	**5.2**	**2.7**	**0.0**	**1.2**	**16,283**
17.0	10.1	4.5	2.5	0.0	1.2	13,803
8.6	9.2	6.5	3.7	0.0	1.3	1,169
9.3	9.9	12.3	1.9	0.0	0.7	578
12.9	23.0	9.2	2.1	0.0	1.5	535
6.5	**7.2**	**9.3**	**4.7**	**0.1**	**2.1**	**6,535**
8.1	7.9	12.9	5.3	0.1	1.5	960
4.7	7.2	10.7	4.6	0.2	2.4	1,532
5.8	4.2	6.4	4.0	0.0	1.8	2,720
9.9	7.6	10.5	5.9	0.0	2.9	525
8.6	15.9	11.2	5.8	0.5	2.9	659
9.3	**16.0**	**11.4**	**4.9**	**0.1**	**2.9**	**12,069**
15.6	**25.1**	**9.2**	**2.8**	**0.4**	**2.2**	**2,854**
12.1	19.4	6.1	1.8	0.0	1.5	330
14.9	32.2	10.3	2.2	0.2	2.4	583
11.5	18.2	7.1	2.6	0.7	2.2	269

5.1 (cont.)

FIELD OF STUDY OF GRADUATE FOREIGN STUDENTS BY WORLD REGION AND LEADING PLACE OF ORIGIN, 1993/94

GRADUATE

FIELD OF STUDY (PERCENTAGES)

World Region/ Country	Agriculture	Business	Education	Engineering	Fine & App Arts	Health Professions	Humanities
Western Europe	**1.9**	**18.9**	**2.8**	**13.2**	**5.0**	**3.9**	**13.1**
Germany	1.0	16.8	1.7	10.1	5.2	2.8	13.0
United Kingdom	0.8	12.3	5.6	8.4	9.1	3.4	13.3
France	1.8	29.7	1.8	17.0	2.6	3.7	14.7
Spain	3.7	20.3	2.2	6.1	4.5	3.6	31.4
Greece	1.5	13.9	3.7	28.4	3.1	3.3	4.7
Sweden	0.8	25.0	2.1	17.5	4.2	3.8	6.3
Italy	1.9	11.3	0.5	10.2	4.8	3.5	17.5
Norway	0.6	34.3	3.4	17.4	2.4	9.2	2.4
Netherlands	5.4	25.8	1.4	10.6	4.6	4.0	5.7
Switzerland	1.6	20.9	2.4	13.7	7.6	7.6	7.6
Ireland	1.3	12.9	6.3	10.3	2.7	8.0	17.4
LATIN AMERICA	**7.0**	**17.9**	**5.0**	**15.6**	**3.8**	**3.9**	**8.0**
Caribbean	**4.8**	**26.1**	**6.8**	**12.7**	**2.2**	**8.6**	**6.4**
Jamaica	3.2	41.4	4.6	8.6	2.1	8.6	5.0
Trinidad & Tobago	2.1	11.8	6.7	17.4	2.6	9.2	3.6
Bahamas	0.0	19.4	14.6	5.8	1.0	20.4	11.7
Dominican Republic	15.8	23.7	1.4	20.9	1.4	0.0	6.5
Cntrl Amer/Mexico	8.6	17.1	4.6	15.5	3.5	2.3	7.6
Mexico	8.1	18.1	3.5	16.9	3.4	1.8	7.8
Panama	1.7	17.8	6.8	14.4	2.5	5.1	5.9
Honduras	13.9	17.4	7.0	17.4	1.7	6.1	3.5
Costa Rica	11.8	12.3	6.6	10.4	7.1	0.0	8.0
South America	**6.7**	**16.3**	**4.9**	**16.4**	**4.3**	**3.7**	**8.6**
Brazil	8.6	12.9	4.9	20.2	6.8	4.7	5.6
Venezuela	3.4	25.6	4.0	20.7	4.2	2.9	4.4
Colombia	5.2	17.7	5.2	17.2	1.8	5.4	9.8
Peru	5.4	16.5	3.6	13.6	3.6	2.9	10.9
Argentina	6.4	16.4	2.7	10.8	4.2	3.1	14.1
Ecuador	7.5	13.2	18.9	9.4	1.9	2.5	8.2
MIDDLE EAST	**2.1**	**14.6**	**4.1**	**29.8**	**2.9**	**7.6**	**2.8**
Turkey	2.5	26.0	2.3	29.4	2.7	1.5	1.9
Saudi Arabia	2.0	11.0	7.7	22.8	2.8	10.5	2.0
Iran	1.2	4.6	2.1	40.3	1.2	15.6	0.9
Israel	1.6	15.2	4.0	15.9	6.8	4.6	7.5
Jordan	3.3	8.3	4.6	36.5	2.9	9.4	3.8
Kuwait	1.6	13.6	8.2	25.5	2.7	8.2	1.6
Lebanon	1.3	10.8	2.8	40.2	2.8	6.8	3.3
Cyprus	2.0	25.6	4.7	30.3	3.1	4.7	2.4
United Arab Emirates	2.0	20.4	5.1	20.4	3.1	9.2	1.0
Syria	1.4	4.8	2.1	32.2	2.1	17.1	7.5
NORTH AMERICA	**1.5**	**7.8**	**8.0**	**6.1**	**8.9**	**25.0**	**8.8**
Canada	1.5	7.6	7.9	6.2	9.0	25.1	8.8
OCEANIA	**4.4**	**10.8**	**5.5**	**7.2**	**8.9**	**5.9**	**14.1**
Australia	4.1	9.7	6.4	6.8	8.4	6.8	13.6
Fed. States of Micronesia	0.0	0.0	0.0	25.0	0.0	0.0	25.0
World Total	**2.9**	**15.4**	**4.0**	**23.0**	**3.9**	**4.8**	**5.5**
World Number	**2,813**	**15,135**	**3,953**	**22,560**	**3,856**	**4,704**	**5,398**

5.1 *(cont.)*

FIELD OF STUDY OF GRADUATE FOREIGN STUDENTS BY WORLD REGION AND LEADING PLACE OF ORIGIN, 1993/94

GRADUATE

FIELD OF STUDY (PERCENTAGES)						
Math & Comp Sci	Phys & Life Sci	Social Science	Other	IEP	Undeclared	Students Reported
7.3	**13.2**	**12.1**	**5.6**	**0.1**	**3.1**	**9,215**
8.2	19.5	13.2	4.9	0.1	3.5	1,976
5.5	15.7	15.3	6.6	0.2	3.8	1,249
3.4	9.4	5.3	4.7	0.1	5.7	1,104
3.7	8.7	10.5	3.7	0.0	1.6	892
13.6	13.5	8.4	4.2	0.1	1.5	1,057
4.6	10.0	15.0	8.8	0.0	2.1	240
13.8	9.9	19.1	4.8	0.0	2.7	566
8.6	3.7	9.2	6.4	0.0	2.4	327
2.6	17.8	15.8	4.3	0.0	2.0	349
8.4	8.0	11.6	8.0	0.0	2.4	249
6.7	11.6	11.6	9.4	0.0	1.8	224
6.1	**12.4**	**12.7**	**5.4**	**0.1**	**1.9**	**7,249**
4.1	**11.0**	**11.3**	**4.8**	**0.0**	**1.2**	**962**
3.9	8.2	7.1	6.1	0.0	1.1	280
8.2	15.4	17.4	3.6	0.0	2.1	195
1.9	10.7	8.7	2.9	0.0	2.9	103
2.9	12.2	10.8	3.6	0.0	0.7	139
6.3	12.3	13.7	6.5	0.0	1.9	2,292
7.6	12.0	12.8	6.1	0.0	2.0	1,548
4.2	11.0	11.0	16.1	0.8	2.5	118
5.2	12.2	11.3	4.3	0.0	0.0	115
2.8	15.6	17.5	6.1	0.0	1.9	212
6.5	**12.8**	**12.5**	**4.9**	**0.2**	**2.1**	**3,995**
7.0	11.6	12.1	3.7	0.2	1.8	1,140
6.9	12.5	7.4	5.6	0.0	2.4	593
7.2	14.1	9.8	3.9	0.7	2.0	611
4.9	12.2	19.7	4.9	0.2	1.5	411
4.8	14.1	14.5	5.4	0.0	3.7	519
5.0	15.1	11.3	5.0	0.0	1.9	159
9.1	**10.6**	**11.0**	**3.7**	**0.2**	**1.6**	**5,128**
8.4	9.2	11.5	2.7	0.1	1.8	1,465
8.7	7.6	16.4	7.3	0.7	0.7	763
10.0	15.5	5.1	1.8	0.0	1.6	819
10.6	9.3	17.2	5.1	0.4	1.8	547
10.4	10.6	7.5	1.0	0.0	1.7	480
13.6	6.5	10.9	6.0	0.5	1.1	184
8.0	10.8	7.5	3.5	0.0	2.3	398
6.7	7.9	8.3	2.4	0.0	2.0	254
7.1	10.2	12.2	8.2	0.0	1.0	98
6.8	11.0	5.5	4.8	0.7	4.1	146
2.5	**9.3**	**13.8**	**6.7**	**0.2**	**1.5**	**4,135**
2.5	9.4	13.6	6.7	0.2	1.4	4,094
6.2	**10.5**	**16.3**	**6.3**	**0.7**	**3.2**	**711**
5.1	8.8	18.1	7.2	0.4	4.7	487
50.0	0.0	0.0	0.0	0.0	0.0	4
9.9	**15.2**	**9.2**	**4.4**	**0.1**	**1.6**	**100.0**
9,751	**14,868**	**9,044**	**4,297**	**137**	**1,604**	**98,120**

5.2

FIELD OF STUDY OF UNDERGRADUATE FOREIGN STUDENTS BY WORLD REGION AND LEADING PLACE OF ORIGIN, 1993/94

UNDERGRADUATE

World Region/ Country	FIELD OF STUDY (PERCENTAGES)						
	Agriculture	Business	Education	Engineering	Fine & App Arts	Health Professions	Humanities
AFRICA	**2.1**	**25.1**	**2.0**	**14.7**	**2.8**	**9.1**	**2.9**
Eastern Africa	**2.4**	**26.8**	**2.4**	**12.6**	**2.8**	**9.2**	**2.5**
Kenya	3.3	30.9	1.4	8.0	3.2	6.1	2.4
Ethiopia	2.1	22.0	2.2	15.1	1.7	14.3	1.4
Central Africa	**3.7**	**22.1**	**0.7**	**15.9**	**1.6**	**12.2**	**2.5**
Cameroon	4.1	20.8	0.0	16.3	2.4	15.9	1.2
North Africa	**1.2**	**23.6**	**0.9**	**26.3**	**4.1**	**4.1**	**3.3**
Egypt	0.8	18.8	0.4	32.0	5.3	3.8	4.5
Morocco	1.7	29.6	1.0	22.9	5.1	3.0	1.3
Southern Africa	**3.4**	**20.1**	**3.0**	**11.4**	**3.7**	**5.5**	**4.9**
South Africa	1.3	19.8	2.7	10.1	4.0	4.8	6.5
West Africa	**1.3**	**26.5**	**1.8**	**13.4**	**2.0**	**12.4**	**2.3**
Nigeria	1.4	21.5	3.2	11.0	2.0	18.3	2.1
Ghana	0.3	26.6	1.3	15.6	2.3	8.6	3.7
ASIA	**0.6**	**27.6**	**1.5**	**15.0**	**7.8**	**2.8**	**2.2**
East Asia	**0.6**	**25.5**	**2.1**	**8.6**	**10.3**	**2.8**	**2.8**
China	1.0	22.7	1.5	15.8	4.5	7.0	1.2
Japan	0.5	22.2	2.6	3.5	9.7	1.2	4.1
Taiwan	0.8	32.7	2.5	12.0	11.6	3.5	1.8
Korea, Rep of	0.4	22.4	1.8	9.0	16.3	2.5	3.0
Hong Kong	0.4	34.7	0.8	15.9	7.6	4.5	0.6
So/Cntrl Asia	**0.9**	**22.7**	**0.5**	**28.0**	**2.1**	**3.0**	**1.1**
India	0.9	20.4	0.6	26.1	2.7	4.0	1.3
Pakistan	0.6	26.8	0.4	33.4	1.5	1.5	0.8
Bangladesh	0.6	25.1	0.3	32.7	1.3	2.1	0.7
Sri Lanka	1.1	19.9	0.8	21.7	1.9	2.3	0.9
Southeast Asia	**0.5**	**35.9**	**0.5**	**23.9**	**4.8**	**2.8**	**1.1**
Malaysia	0.6	34.4	0.5	31.6	3.0	1.7	0.9
Indonesia	0.5	46.1	0.4	20.4	5.4	1.0	0.5
Thailand	0.3	29.7	0.9	17.5	9.4	1.6	0.8
Singapore	0.2	33.3	0.5	21.9	5.5	1.4	1.2
Philippines	0.9	21.1	1.0	7.7	5.0	21.6	3.6
EUROPE	**0.6**	**27.3**	**2.5**	**9.5**	**6.5**	**2.4**	**4.2**
Eastern Europe	**1.1**	**27.1**	**1.5**	**5.8**	**5.6**	**3.0**	**4.6**
Yugoslavia (former)	0.0	24.6	1.0	12.5	7.9	4.6	2.4
Russia	0.3	31.6	1.0	5.2	3.7	1.0	5.8
Poland	0.6	21.7	1.2	4.5	6.6	6.9	4.2

5.2 (cont.)

FIELD OF STUDY OF UNDERGRADUATE FOREIGN STUDENTS BY WORLD REGION AND LEADING PLACE OF ORIGIN, 1993/94

UNDERGRADUATE

			FIELD OF STUDY (PERCENTAGES)			
Math & Comp Sci	Phys & Life Sci	Social Science	Other	IEP	Undeclared	Students Reported
8.0	**7.3**	**8.4**	**9.1**	**0.2**	**8.3**	**6,140**
9.5	**7.0**	**7.5**	**9.0**	**0.1**	**8.4**	**2,466**
11.0	6.6	8.9	10.5	0.1	7.5	808
9.3	7.6	4.8	9.1	0.2	10.2	581
4.1	**9.4**	**8.0**	**9.2**	**0.7**	**9.9**	**435**
2.4	9.0	6.5	9.8	0.8	10.6	245
9.6	**6.7**	**4.5**	**7.3**	**0.4**	**8.1**	**806**
7.1	6.8	3.4	7.5	0.0	9.8	266
11.4	7.7	3.0	6.7	0.7	5.7	297
5.3	**7.2**	**13.9**	**12.2**	**0.1**	**9.1**	**760**
4.2	5.9	15.0	13.5	0.2	12.0	525
7.2	**7.5**	**9.1**	**8.6**	**0.2**	**7.6**	**1,666**
7.3	7.5	8.8	8.2	0.2	8.5	656
4.7	9.6	10.0	10.0	0.3	7.0	301
8.7	**4.2**	**8.0**	**12.4**	**0.8**	**8.5**	**58,399**
7.4	**4.2**	**9.6**	**15.6**	**1.1**	**9.5**	**36,255**
14.7	10.8	3.4	6.9	3.6	7.0	3,854
3.5	2.9	15.2	22.5	1.0	11.1	16,208
9.9	3.5	4.1	9.9	0.3	7.4	5,469
9.0	4.6	6.6	14.7	0.8	8.9	6,005
10.1	3.3	5.9	6.6	0.2	9.4	4,526
15.3	**6.9**	**6.4**	**6.0**	**0.1**	**7.1**	**8,061**
16.4	7.7	5.4	6.9	0.1	7.6	3,715
13.9	4.1	6.1	4.4	0.0	6.4	2,274
12.4	6.4	8.6	4.7	0.3	4.8	970
15.4	13.4	9.3	5.3	0.0	8.1	644
8.1	**2.8**	**4.5**	**7.8**	**0.3**	**6.8**	**14,082**
9.8	2.6	4.4	4.9	0.1	5.3	5,614
6.4	2.2	3.0	6.4	0.2	7.5	3,886
7.7	2.3	4.7	15.2	1.2	8.7	1,590
7.0	2.6	7.4	11.9	0.1	6.9	1,873
7.1	5.7	6.6	12.1	0.1	7.5	777
4.6	**5.2**	**10.6**	**13.1**	**0.3**	**13.0**	**16,606**
7.1	**7.8**	**10.5**	**11.2**	**0.8**	**13.9**	**3,203**
9.7	10.5	5.3	11.9	0.2	9.5	505
6.6	6.6	11.7	7.9	1.4	17.1	573
6.3	8.4	8.7	15.4	1.8	13.6	332

5.2 *(cont.)*

FIELD OF STUDY OF UNDERGRADUATE FOREIGN STUDENTS BY WORLD REGION AND LEADING PLACE OF ORIGIN, 1993/94

UNDERGRADUATE

World Region/ Country	FIELD OF STUDY (PERCENTAGES) Agriculture	Business	Education	Engineering	Fine & App Arts	Health Professions	Humanities
Western Europe	**0.5**	**27.3**	**2.8**	**10.4**	**6.7**	**2.2**	**4.1**
Germany	0.7	24.0	2.9	6.1	7.9	1.6	7.7
United Kingdom	0.5	20.6	4.6	5.1	6.2	3.7	4.1
France	0.7	35.2	1.1	6.8	5.2	1.2	6.0
Spain	0.3	32.3	1.2	21.7	4.0	1.1	1.8
Greece	0.7	23.9	1.6	15.4	4.5	2.9	3.8
Sweden	0.5	30.7	3.3	6.0	8.2	1.8	3.7
Italy	1.0	21.7	0.8	12.7	8.0	2.8	5.2
Norway	0.2	32.0	3.3	19.5	6.9	2.2	1.2
Netherlands	1.0	28.5	1.6	6.8	4.7	2.9	4.1
Switzerland	0.8	21.5	1.3	7.2	12.8	2.1	4.1
Ireland	0.0	23.6	9.9	3.3	3.8	6.6	3.3
LATIN AMERICA	**1.7**	**26.8**	**2.2**	**15.6**	**5.6**	**3.9**	**2.7**
Caribbean	**0.9**	**29.8**	**3.8**	**14.0**	**4.3**	**7.5**	**2.2**
Jamaica	0.6	30.2	2.7	13.3	4.1	10.0	1.1
Trinidad & Tobago	0.6	27.3	2.1	11.9	3.9	9.2	1.6
Bahamas	1.2	28.7	6.0	14.5	2.9	6.3	1.8
Dominican Republic	0.5	28.4	4.6	21.1	7.0	2.4	4.3
Cntrl Amer/Mexico	**2.3**	**24.2**	**1.8**	**17.3**	**5.7**	**2.1**	**3.1**
Mexico	1.5	22.3	1.1	12.6	5.9	1.6	3.9
Panama	2.2	25.0	2.1	30.9	4.8	2.5	1.3
Honduras	4.3	23.5	4.1	24.1	6.2	3.2	1.6
Costa Rica	3.5	32.0	1.8	14.4	8.1	2.8	2.5
South America	**1.6**	**27.0**	**1.5**	**15.1**	**6.3**	**3.1**	**2.7**
Brazil	1.4	28.1	1.8	11.3	6.8	2.4	2.9
Venezuela	0.7	27.9	2.0	19.4	6.8	2.8	1.2
Colombia	1.8	25.2	1.3	15.1	6.7	5.1	4.2
Peru	1.4	32.2	1.1	13.9	5.1	2.9	2.5
Argentina	1.9	20.6	1.7	10.9	6.6	1.7	7.1
Ecuador	3.1	30.8	0.6	12.7	5.2	2.1	1.5
MIDDLE EAST	**0.7**	**20.9**	**0.7**	**33.6**	**3.3**	**4.5**	**1.1**
Turkey	0.8	41.6	0.4	15.6	3.8	1.4	1.4
Saudi Arabia	0.4	15.5	0.9	42.4	1.8	4.0	1.5
Iran	0.2	7.9	0.9	18.6	2.9	13.0	1.2
Israel	0.0	17.0	0.4	26.3	10.0	4.1	1.2
Jordan	0.5	18.0	0.8	38.2	2.5	3.9	1.7
Kuwait	0.8	12.3	0.0	49.4	1.4	4.3	0.1
Lebanon	1.2	15.7	0.5	39.2	3.9	5.5	1.0
Cyprus	1.7	32.8	2.8	21.7	6.7	1.8	1.5
United Arab Emirates	0.1	24.8	0.1	46.7	0.7	3.7	1.0
Syria	0.5	17.5	2.0	36.5	3.0	6.0	1.0
NORTH AMERICA	**2.0**	**13.2**	**17.8**	**6.2**	**6.7**	**12.6**	**3.0**
Canada	2.1	12.7	18.0	6.2	6.6	12.8	3.0
OCEANIA	**1.2**	**21.1**	**7.6**	**4.5**	**7.8**	**3.9**	**3.5**
Australia	0.6	21.9	7.4	5.2	10.1	3.4	3.2
Fed States of Micronesia	1.3	24.8	7.4	4.0	0.0	2.7	2.7
Percent of Total	**0.9**	**25.8**	**2.9**	**14.9**	**6.6**	**4.0**	**2.6**
World Number	**1,052**	**28,892**	**3,197**	**16,760**	**7,445**	**4,522**	**2,869**

5.2 *(cont.)*

FIELD OF STUDY OF UNDERGRADUATE FOREIGN STUDENTS BY WORLD REGION AND LEADING PLACE OF ORIGIN, 1993/94

UNDERGRADUATE

FIELD OF STUDY (PERCENTAGES)						
Math & Comp Sci	Phys & Life Sci	Social Science	Other	IEP	Undeclared	Students Reported
4.0	**4.6**	**10.6**	**13.6**	**0.2**	**12.8**	**13,403**
3.1	6.4	10.8	12.8	0.1	16.0	1,776
3.6	5.3	14.9	13.0	0.3	18.1	2,299
3.6	3.3	7.5	14.9	0.5	14.0	1,203
3.6	3.0	6.9	14.1	0.2	9.7	2,028
9.7	9.0	11.1	9.4	0.2	7.8	870
3.5	4.2	11.0	14.8	0.3	11.9	1,273
2.8	6.2	12.5	15.9	0.4	9.9	497
4.0	2.4	6.1	13.0	0.2	9.1	1,017
3.7	5.0	11.2	17.2	0.2	13.2	516
3.8	3.8	15.1	15.4	0.5	11.5	360
3.3	4.2	11.3	14.2	0.0	16.5	212
5.5	**5.3**	**8.6**	**12.2**	**0.7**	**9.3**	**13,839**
5.4	**8.0**	**8.7**	**8.8**	**0.1**	**6.5**	**3,759**
4.1	8.8	7.9	10.0	0.1	7.0	827
6.8	10.5	8.3	10.8	0.1	6.8	674
6.2	10.4	9.2	7.3	0.0	5.5	763
4.6	3.8	11.9	4.9	0.5	5.9	370
5.0	**3.4**	**7.4**	**15.8**	**0.9**	**11.0**	**4,857**
5.5	2.8	7.1	21.5	1.2	13.1	2,678
6.2	3.8	6.4	8.1	0.3	6.4	628
4.9	4.1	7.0	9.2	0.5	7.3	370
4.6	6.0	8.8	10.2	0.4	4.9	284
6.1	**5.1**	**9.6**	**11.3**	**0.9**	**9.8**	**5,223**
7.9	5.2	9.0	11.6	1.5	10.2	1,098
4.9	4.9	8.3	9.9	0.8	10.5	1,016
3.0	3.7	10.0	12.1	0.7	10.8	667
7.5	5.5	9.8	8.3	0.7	9.0	721
6.4	7.8	13.2	11.1	0.7	10.4	423
4.0	3.7	8.1	18.1	0.6	9.6	481
8.3	**6.7**	**5.0**	**7.1**	**0.4**	**7.7**	**8,409**
4.6	2.6	9.3	7.4	0.9	10.2	1,101
12.5	3.8	4.3	6.4	0.2	6.3	1,164
10.0	28.1	3.0	6.1	0.1	7.9	887
6.3	3.8	8.2	12.5	0.9	9.3	681
10.8	5.6	3.4	6.8	0.0	7.7	765
6.2	3.1	3.5	8.3	0.8	9.6	966
10.7	5.9	4.0	7.7	0.2	4.5	597
8.0	4.5	7.0	5.7	0.2	5.7	600
4.9	2.5	3.0	3.8	0.0	8.6	730
12.5	6.5	4.0	8.5	0.0	2.0	200
1.6	**5.1**	**12.1**	**10.5**	**0.2**	**9.0**	**7,521**
1.5	5.1	12.0	10.7	0.2	9.1	7,219
3.6	**3.9**	**14.1**	**19.1**	**0.3**	**9.6**	**950**
2.3	4.0	12.8	17.4	0.4	11.3	524
8.7	4.0	15.4	23.5	0.0	5.4	149
7.1	**4.9**	**8.5**	**11.9**	**0.6**	**9.3**	**100.0**
7,968	**5,521**	**9,589**	**13,299**	**657**	**10,388**	**112,159**

Understanding Field of Study Data

In attempting to understand the mass of information presented here on field of study enrollments by nationality, three general observations are useful.

1. Economic growth and national competitiveness in a global marketplace require a pool of well trained citizens in fields such as engineering, the sciences and business. For many nations, especially those with recently industrialized or emerging economies, the domestic opportunities for high quality post-secondary education in technical fields is limited. Many of these nations supplement their own national educational systems with U.S. higher education. As a result, nations and regions that are in the process of developing technologically-based economies have above average U.S. enrollments in several of the fields of study directly tied to economic development. These fields include business, engineering, the physical and life sciences and math and computer sciences. Asian nations such as China, India, Malaysia and Indonesia exemplify this pattern.

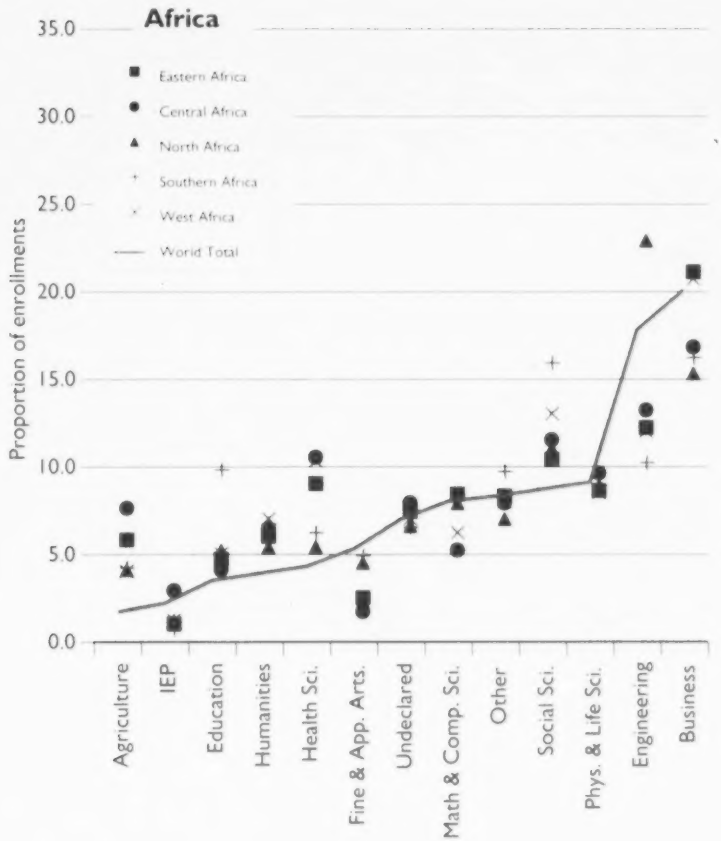
2. Nations and regions with well established higher education systems, and which produce advanced technologies and are generally successful as global competitors, have less need for U.S. higher education in fields directly related to economic and technical activity. Students from these nations are likely to enroll in U.S. higher education in fields that tap the social and cultural spheres. These fields include the humanities, the arts and the social sciences. Students from these areas are also more likely to be enrolled in nondegree, certificate and practical training programs which are classified in this report as "other" or are registered as "undeclared" students. Nations such as Japan, the United Kingdom, Sweden and Italy show this pattern.

3. It is perhaps not surprising that national economies which are poor, and nations which invest relatively little in building their own educational and social infrastructures, also have higher proportions of students enrolling in fields that are not directly related to technologically based economic development. Students from these poorer and underdeveloped regions who are enrolled in U.S. institutions tend to do so in fields such as education, the humanities and the social sciences. Students from these areas are also enrolled in higher proportions than the world average in agricultural fields. Individuals trained in agriculture, forest and fisheries management can make a significant contribution to economies that are substantially centered on natural resources. Many of the nations of Sub-Saharan Africa reflect this pattern.

5.a

AFRICAN FIELD OF STUDY CHOICES, 1993/94

African students were enrolled in higher than average proportions in fields such as education, humanities and social sciences, but lower than average proportions in fields associated with industrial development, such as business and engineering.



Regional Perspectives

Africa

Africa, especially Sub-Saharan Africa, is among the world's poorest and least developed regions. Its countries are challenged by weak investment in education at all levels. Figure 5.a shows that African students are enrolled in U.S. institutions in proportions higher than the world average in fields such as education, humanities and the social sciences, and below average in fields tied directly to industrial development, such as business, engineering, the physical sciences and math and computer sciences. Among the African subregions, only students from the Arab nations of North Africa (like students from the Middle East in general) are enrolled in high proportions in the engineering fields. As would be expected in a region which is heavily dependent on the utilization of natural resources for a relatively large share of economic activity, these nations have much higher than average enrollments in agricultural fields of study. Of note are the relatively high enrollments of students from East, Central and West Africa in the health sciences areas. Enrollments from these regions are anomalous because the nations of origin have shown generally weak investments in domestic health care.

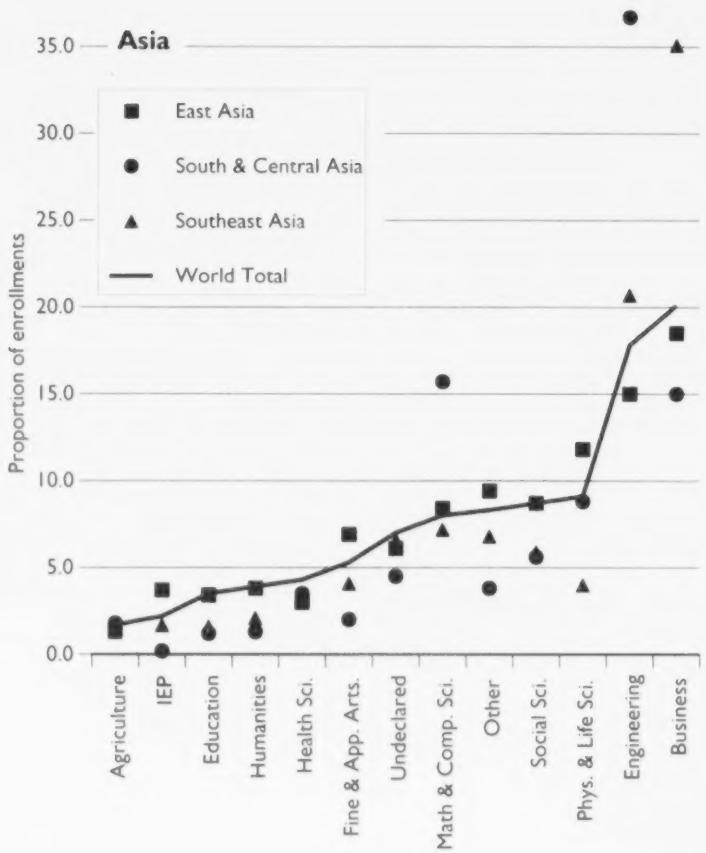
Asia

The region of Asia is perhaps the most complex and dynamic area in the world today: it encompasses some of the wealthiest and poorest nations of the world, as well as some of the most rapidly industrializing economies. Politically it contains representative democracies, monarchies and repressive authoritarian regimes. Despite this variety, which tends to mask important national differences, Figure 5.b suggests that in general students from many of Asia's subregions are enrolling in greater than average proportions in fields associated with economic development, including engineering, math and computer sciences. Southeast Asians enroll in much greater proportions in business fields, and students from South and Central Asia are enrolled in much higher than average proportions in math and computer sciences.

5.b

ASIAN FIELD OF STUDY CHOICES, 1993/94

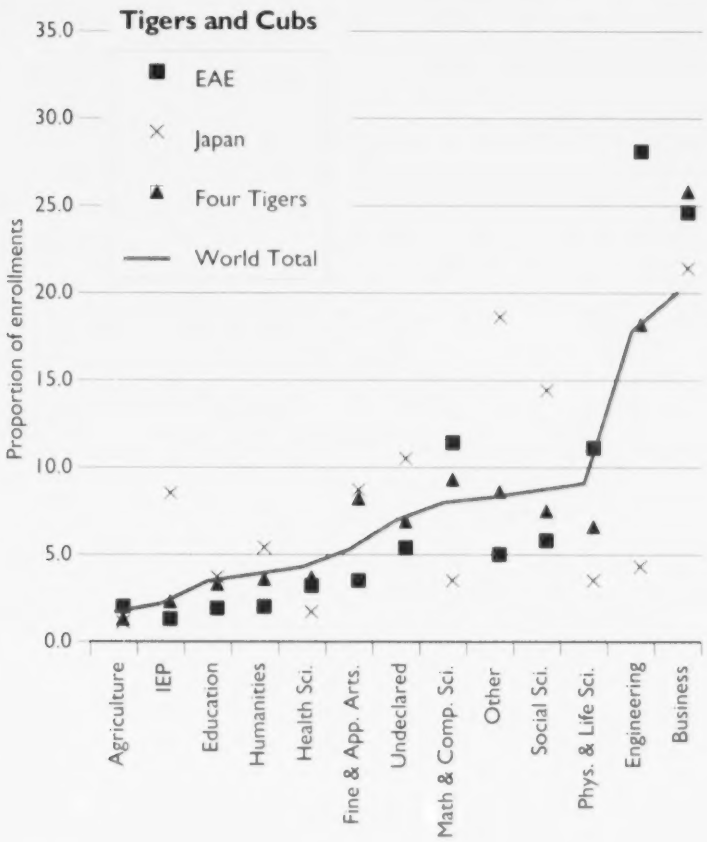
Students from many of Asia's subregions were enrolled in above average proportions in fields associated with economic development, including engineering, math and computer sciences.



5.c

ASIA'S "TIGERS" CHOOSE BUSINESS FIELDS

In 1993/94 students from Asia's "Tigers" showed above average interest in business, math and computer sciences.



To clarify an exceedingly complex Asian scene, it is necessary to examine more homogeneous economic groupings. A special report of the National Science Foundation, which assessed technological activity and economic competitiveness among nine Asian nations, highlighted three economic groups. First, Japan stands apart as a world-class technological and economic superpower. Second is a group of four economies known as the "Four Tigers" which have made enormous strides recently in global competitiveness: Hong Kong, Singapore, South Korea and Taiwan. Third are the Emerging Asian Economies (EAEs), nations which lag behind the "Tigers" in some significant ways but which have made major commitments to technology-based growth. The EAEs include China, India, Indonesia and Malaysia.

When the enrollment proportions of these three types of economies are displayed in Figure 5.c, several patterns become apparent. Students from the EAEs are enrolled in above-average proportions in all four fields (business, engineering, the physical and life sciences and math and computer sciences) which are tied to increased technology-based economic productivity. Japan, as the industrialized Asian benchmark

nation, shows generally below average enrollment proportions in these areas, but much higher than average enrollments in fields such as the social sciences, the arts, intensive English, "other" and "undeclared" categories. The "Tigers" tend to show a somewhat mixed enrollment picture, as might be expected among nations that have developed strong industries but which have not fully completed the transition. Students from these nations are enrolled in above average proportions in business and math and computer sciences but average and below average proportions in engineering and physical and life sciences. They are also enrolled in above average proportions in the arts but not in the other social fields. In all cases, however, their enrollment proportions exceed those of students from the EAE nations in the humanities, arts, the social sciences, and the "undeclared" and "other" categories.

Examining the flow of students from specific localities to U.S. higher education institutions over time can provide insights into the pace and breadth of an economy's development. The National Science Foundation's report[1] on Asia's new high-tech competitors presented enrollment figures of students from the three economic groups in fields directly related to technological development.

The figures suggest the following:

1. Both developing groups ("Tigers" and EAEs) still require more externally trained manpower in each of the four development-related fields than does Japan, which since the late 1960s has had fewer of its students enrolled in these development-related fields than have either the "Tigers" or the EAEs.

2. With the exception of the large number of Singaporians enrolled in engineering, the "Tigers" have a smaller proportion of students enrolled in engineering, physical sciences, and math and computer sciences in 1993/94 than they did in the 1960s and 1970s.

3. All of the EAEs have increasing proportions of students enrolled in engineering disciplines and math and computer sciences, proportions which have continued to increase since the late 1960s. This year's data suggests that enrollments in math and computer sciences may have plateaued for these nations. Among the EAEs, only China appears to have maintained a large proportion of students enrolled in the physical and life sciences. These enrollments may parallel China's internal investments in biotechnology and patent activity in areas closely linked to basic science. These enrollments may also reflect graduate student opportunities for U.S. funding graduate students not present in some other fields of study.

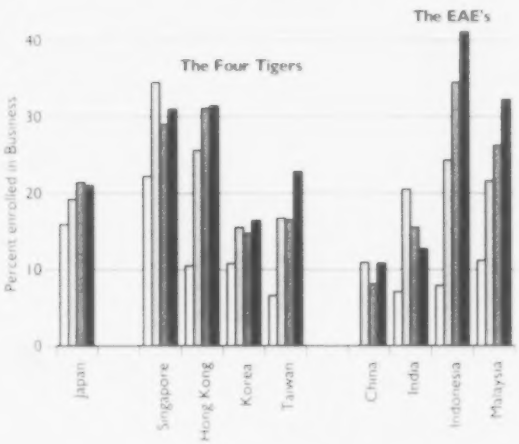
4. Technology-based economic development requires that an economy both develop and produce high quality products and competitively bring them to the international marketplace. The efficient production and distribution of high-tech products therefore requires a significant pool of well trained individuals in business and management. It is notable that only in the field of business do Japanese students enroll in proportions comparable to those of its other Asian neighbors. Indeed, since the late 1960s the proportion of students enrolled in business from eight of these nine countries has increased. China is a notable exception. The Chinese emphasis on technological development is not apparently complemented by an equally bold transformation of its centrally planned economy. The small and stagnant enrollments in business may reflect the absence of opportunity for students enrolled in this area. It is possible that the imbalance between technical development and a market driven economy may prove to be a significant obstacle to Chinese development in the future.

[1] National Science Foundation, *Asia's New High-Tech Competitors*, NSF 95-309 (Arlington, VA, 1995).

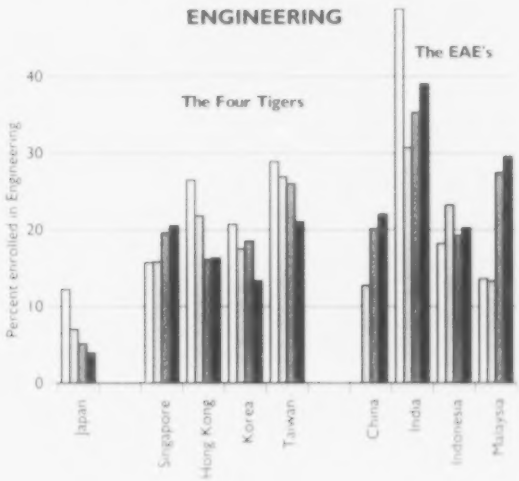
5.d

HOW THE "TIGERS" AND EAES COMPARE: ENROLLMENTS IN DEVELOPMENT-RELATED FIELDS, SELECTED YEARS

BUSINESS



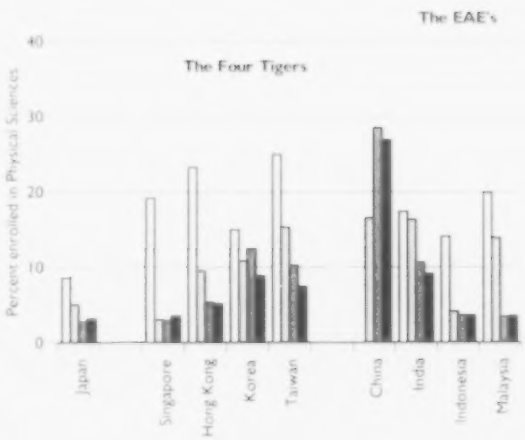
ENGINEERING



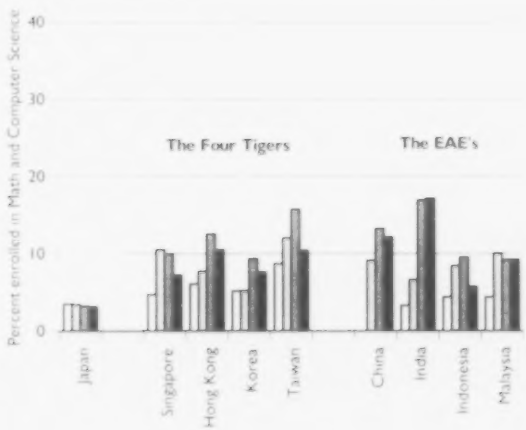
KEY

'69/70 '79/80 '89/90 '93/94

PHYSICAL SCIENCES



MATH AND COMPUTER SCIENCES



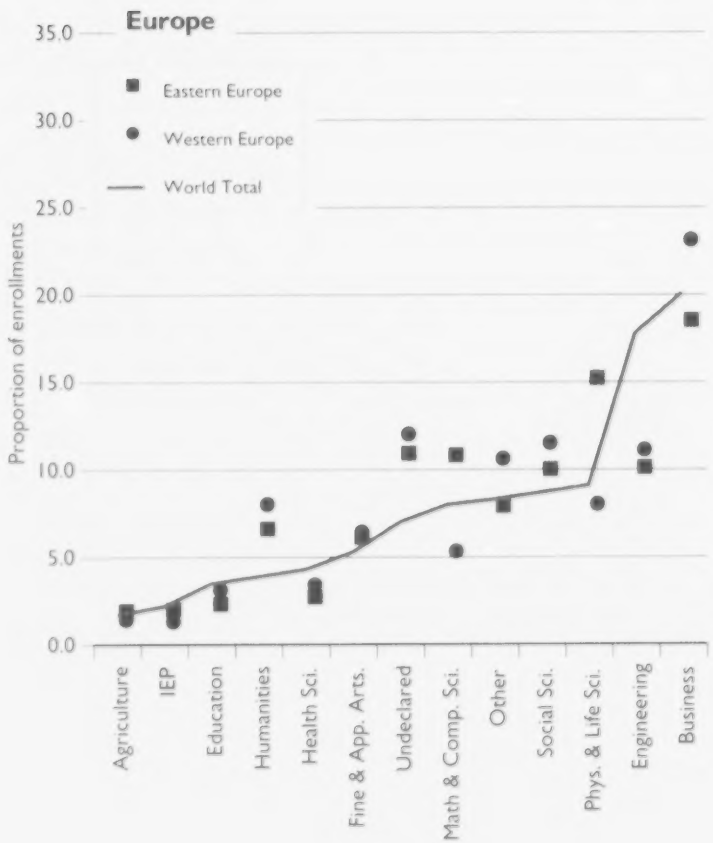
Europe

In general European countries have the most highly developed economies and education infrastructures of all the world regions, and are comparable with North America in both of these areas. It is therefore not surprising that both Eastern and Western European students are enrolled in proportions greater than the world average in areas such as the humanities and the social sciences and in below average proportions in engineering. There are some interesting differences in enrollment proportions between students from Western Europe and those from Eastern Europe. Eastern European students are enrolled in greater proportions than Western European students (and than the world average) in the physical and life sciences and in math and computer sciences, while students from Western Europe are enrolled in greater proportions in business and in the "other" category. These differences between Eastern and Western Europe may be associated with differences in the educational systems in the two subregions, as well as the relative level of technological development in these areas.

5.e

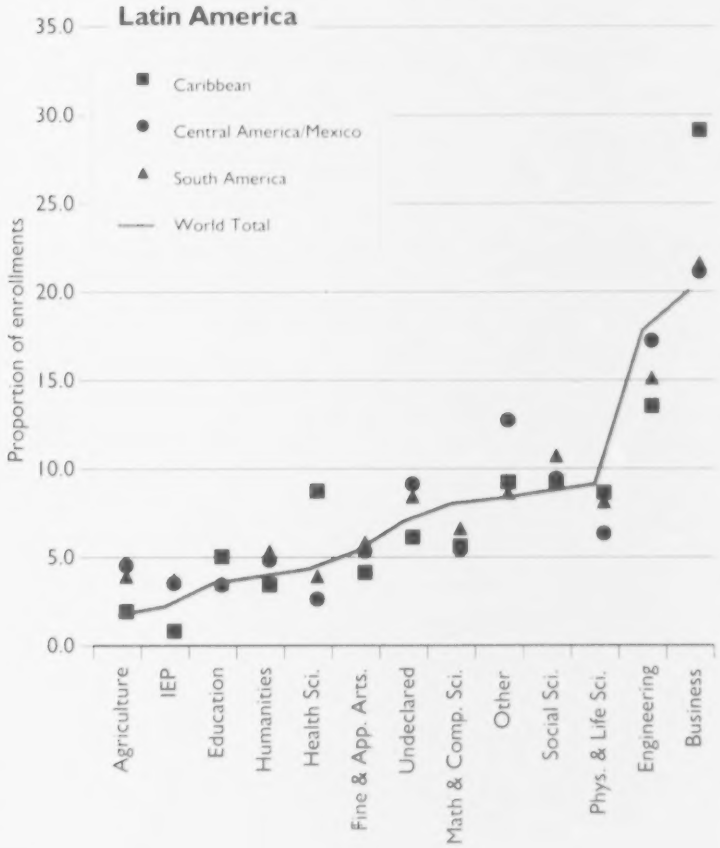
EUROPEAN FIELD OF STUDY CHOICES, 1993/94

Like students from other highly developed economies, students from Europe enrolled most often in the humanities and social science fields.



5.f

LATIN AMERICAN FIELD OF STUDY CHOICES, 1993/94
Students from Latin America enrolled in business related fields in proportions well above the world average.



Latin America

Students from Latin America's three subregions are enrolled in average or below average proportions in three of the four fields directly tied to strong economic development. Only in the area of business do students from this region exceed the world average. Latin American students are enrolled in near average to slightly above average proportions in the social fields including education, the humanities, the arts, the social sciences and in the "undeclared" and "other" categories. As with students from other areas where the development of natural resources is a major component of an area's economic activity, students from Central and South America are enrolled in above average proportions in agriculture. Students from the Caribbean are enrolled in the health sciences areas in above average proportions. Also notable are the disproportionally high enrollments in business and management fields.

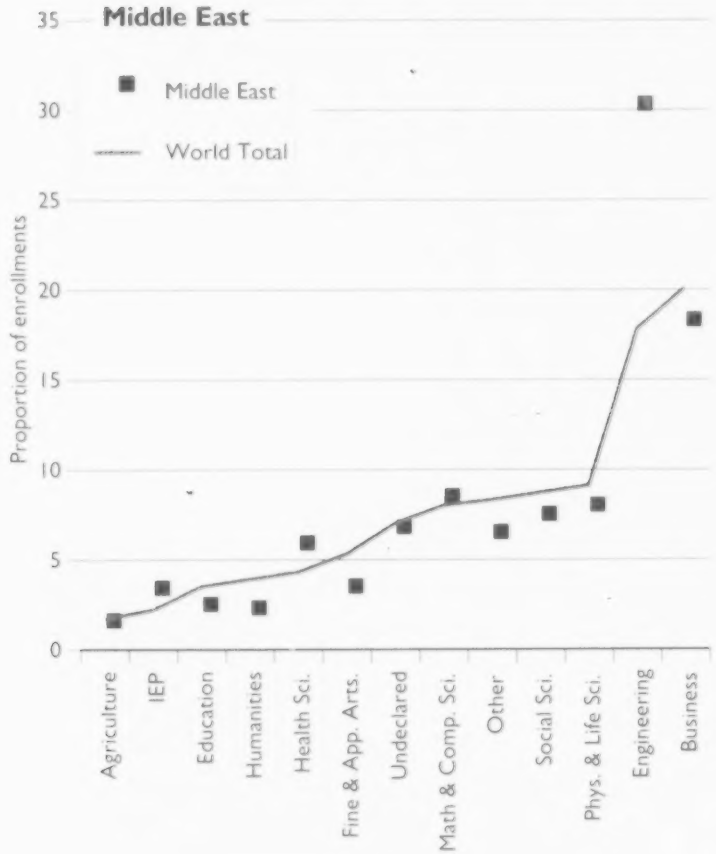
Middle East

Student enrollments from the Middle East are notably below average in virtually all fields of study, with the exception of engineering and, to a much lesser extent, the health sciences. These engineering enrollments may reflect the economic importance of the development and production of petroleum products which is a major economic activity in this area.

5.g

MIDDLE EASTERN FIELD OF STUDY CHOICES, 1993/94

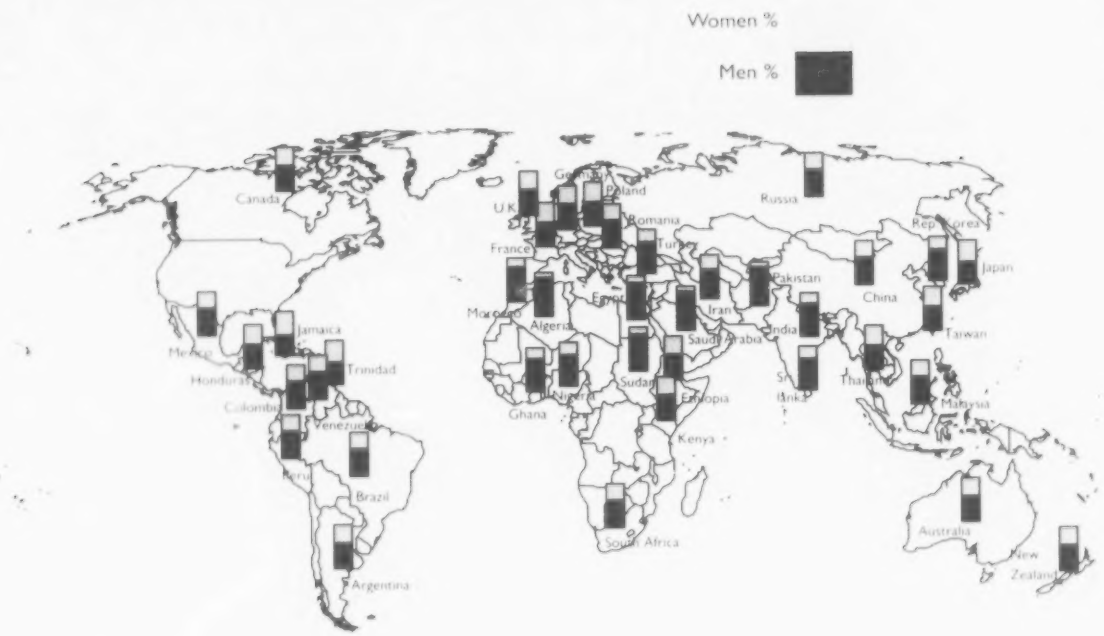
Students from the Middle East enrolled in engineering fields in proportions well above the world average.



5.b

SEX DISTRIBUTION BY NATIONALITY, 1993/94

Men significantly outnumber women among most foreign student groups.



International Student Access and Participation by Sex

While there is considerable interest in the educational status of women globally, as evidenced by this year's United Nations Conference on Women in Beijing, it is important for policy and analysis that our understanding of the progress of women in international education be numerically grounded. As education is a key to full economic, social and political involvement in society, data about the stake of women in international education is a necessary complement to national educational enrollment data. Hence the analysis in this chapter breaks down student national flows and field of study participation by sex.

Both men and women should have access to international educational experiences and ought to be able to enroll in fields of study of their own choosing. There is, however, considerable variation in enrollment rates between men and women among the countries of the world and within fields of study. The causes and implications of these differences for policy makers and analysts are complex. These imbalances in enrollment may be attributed to such factors as the home country's level of economic development and opportunities for education and cultural practices, as well as to individual choice.

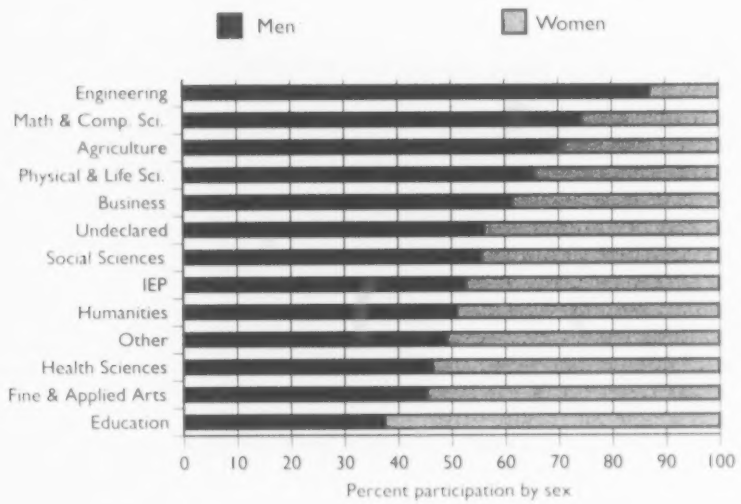
5.3

PERCENTAGE OF INTERNATIONAL ENROLLMENTS IN THE UNITED STATES BY NATIONALITY AND SEX, 1993/94

Locality	Men%	Women%
Africa		
Algeria	85.8	14.2
Egypt	81.6	18.4
Ethiopia	59.4	40.6
Ghana	73.9	26.1
Kenya	59.2	40.8
Morocco	77.7	22.3
Nigeria	69.0	31.0
South Africa	64.3	35.7
Sudan	82.1	17.9
Asia		
China	62.4	37.6
India	77.0	23.0
Japan	49.7	50.3
Malaysia	62.7	37.3
Pakistan	88.3	11.7
South Korea	71.2	28.8
Sri Lanka	70.5	29.5
Taiwan	52.2	47.8
Thailand	53.3	46.7
Europe		
France	53.5	46.5
Germany	60.4	39.6
Poland	56.2	43.8
Romania	60.6	39.4
Russia	61.9	38.1
United Kingdom	60.0	40.0
Latin America		
Argentina	58.7	41.3
Brazil	62.3	37.7
Colombia	60.9	39.1
Honduras	54.2	45.8
Jamaica	46.8	53.2
Mexico	63.5	36.5
Peru	61.4	38.6
Trinidad	51.4	48.6
Venezuela	61.6	38.4
Middle East		
Iran	66.4	33.6
Saudi Arabia	89.5	10.5
Turkey	72.8	27.2
North America		
Canada	58.8	41.2
Oceania		
Australia	59.8	40.2
New Zealand	59.7	40.3

5.i

SEX DISTRIBUTION BY FIELDS OF STUDY, 1993/94



As Figure 5.h indicates, enormous variation in the enrollment proportions of men and women are apparent among different regions of the world. The countries listed are representative of the ratios of participation in their regions. The disk in the back of this book contains a file with a complete listing of participation by sex for all countries and places of origin. In the economically developed regions of Europe, North America. Australia and many Asian localities, enrollment ratios have approached parity. By contrast, a much smaller proportion of women from the nations of South Asia, the Middle East and most of Africa has accessed international education in the United States. For example, from Pakistan only 11% of enrollments are women, from Egypt 18%, and from Ghana 26%. In Latin America, there is wide variation in enrollments by sex; in general, however, about 40% of enrollments are women.

The participation rates of men and women by field of study show variability that may be tied to national economic development. Women are the majority in the arts, the humanities and in "helping" fields such as education and the health sciences. They are less likely to choose fields more closely tied to national economic development and competitiveness, such as engineering, agriculture and business.

6

Student Mobility Worldwide

FLOWS IN AN INTERNATIONAL CONTEXT

International student exchanges are but one form of exchange. These educational exchanges occur within larger economic, political and social developments worldwide. It is impossible to account for national student flows without some consideration of these larger spheres.

The preceding sections have described the flow of international students into the United States in 1994/95 as well as in a historical context. While the United States hosts the largest number of international students worldwide, it does so within an increasingly complex international educational environment. If policy makers and others affected by international student flows are to make sound decisions, our understanding of this phenomenon must be sufficiently broad to view the phenomenon as others see it and sufficiently deep to consider the factors which are likely to affect student flows in the future.

Past research which describes the factors accounting for international student mobility have focused mainly on either internal country conditions or upon bilateral relationships between the host and originating countries. Collectively this approach is known as the "push-pull" model of student mobility. The "push" factors can be thought of as the conditions of the originating country. These factors create a generalized interest in overseas education but don't give specific direction to individual students. The "pull" factors are specific to a host country and define the attractiveness of a particular destination for students.

While the phenomenon of student mobility is largely the result of individual decisions, these private choices occur within national contexts. The conditions of home countries surely set up the circumstances which "push" individuals to seek educational opportunities abroad. Two basic home country conditions which promote significant student mobility are 1) the wealth and development status of the home country and 2) the extent to which a nation invests its resources in human development generally and, more particularly, in creating home-based educational and employment opportunities for those with advanced education. While the "push" factors may promote an interest in international education, the choice of a particular host country may be shaped by bilateral arrangements between the two nations. Specific "pull" factors may include economic assistance from a host, import/export relationships, past immigration

patterns, historical and linguistic ties, current political relationships and the availability of host country support for international students.

Now, midway through the 1990s, two additional factors appear to affect individual student choices: the regionalization of international student mobility and sharp competition between developed hosts for the increasingly lucrative foreign student "service export" market. Both the regionalization of student mobility and increased competition will likely affect the flow of students to the United States in the coming years.

One of the most significant changes that will affect international student flows in the 1990s is the development of a series of European academic cooperation agreements, the best known of which is the ERASMUS program. Under this program, European universities have voluntarily established inter-university agreements for credit and credential equivalency, program articulation and tuition and fee payments. The goal of these initiatives is a higher education integration that keeps pace with moves toward economic and monetary union. It is expected that students studying under the regional ERASMUS (now more broadly renamed SOCRATES) umbrella will constitute about 10% of all European higher education students. Paralleling the European initiative is the announced Japanese goal of internationalizing their higher education system by receiving 100,000 international students by the year 2000. In practice this has lead to a massive flow of Asian students into Japan, especially students from China, Korea and Taiwan. Recent developments in Australia, including a program of active recruitment and the abolition of student quotas, have lead to the enrollment of very large numbers of full-fee-paying Asian students in Australian universities.

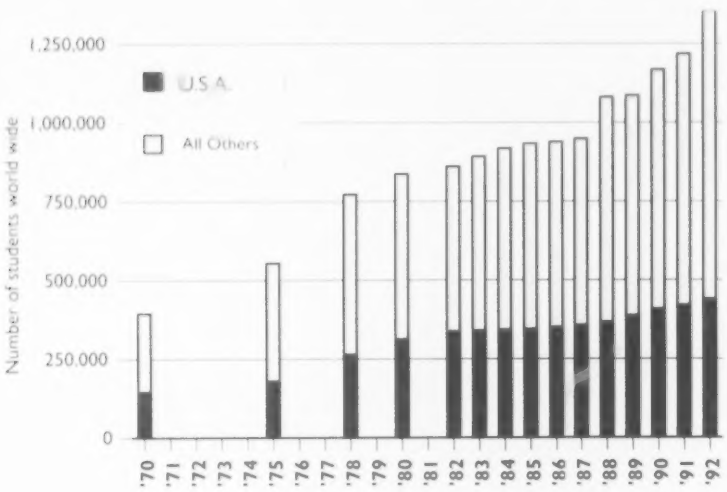
The large majority of international students in any of the major host countries are full-fee-paying students. In the United States fully 68% finance their educations with personal or family sources of income. The importance of these fee-paying students for financially strapped higher education systems, as well as for local economies which benefit from the influx of cost-of-living cash, has not gone unnoticed by national governments. The U.S. Department of Commerce has for a number of years counted the estimated $6.2 billion "service export" expenditures of foreign students as part of our trade balance. A recent study in the United Kingdom estimates that international students in the United Kingdom inject £716 million into the economy, making higher education one of the United Kingdom's major export industries. The higher education institutions in the United Kingdom, Australia and Canada are becoming increasingly active in recruiting students from the Asian area. This direct competition will be likely to erode the strong position the United States holds in this region.

The purpose of this chapter is to provide a broader context for thinking about the flow of international students beyond the boundaries of the United States. It does not present a definitive account of all of the factors which underlie exchange, but rather is an effort to stimulate an awareness of some of the main determinants. International student exchanges are but one form of exchange. These educational exchanges occur within larger economic, political and social developments worldwide. It is impossible to account for national student flows without some consideration of these larger spheres. The analysis in this section is based upon data collected by UNESCO and published in UNESCO's annual *Statistical Yearbook*.

6.a

THE U.S. SHARE OF INTERNATIONAL STUDENTS WORLDWIDE, 1970 - 1992

The United States still hosts about one-third of all international students and is the destination of choice for students from all parts of the world.



6.0

THE U.S. SHARE OF INTERNATIONALLY MOBILE STUDENTS, 1970 - 1992

Data Year	All others	U.S.	U.S.%	World total
'70	249,784	144,708	36.7	394,492
'75	374,599	179,350	32.4	553,949
'78	507,826	263,940	34.2	771,766
'80	525,046	311,882	37.3	836,928
'82	523,600	336,985	39.2	860,585
'83	553,724	338,894	38.0	892,618
'84	576,237	342,113	37.3	918,350
'85	589,779	343,780	36.8	933,559
'86	589,194	349,610	37.2	938,804
'87	592,481	356,190	37.5	948,671
'88	714,473	366,350	33.9	1,080,823
'89	699,027	386,851	35.6	1,085,878
'90	760,546	407,529	34.9	1,168,075
'91	797,970	419,585	34.5	1,217,555
'92	915,921	438,618	32.4	1,354,539

U.S. Student Flows in a Global Perspective

The United States hosts the largest number of international students in the world today and has done so for as long as statistics on international student mobility have been kept. While U.S. foreign student totals have grown substantially over the past years, the growth in the global participation rates of students seeking an international dimension to their education has been staggering. In 1992 UNESCO reported that over 1.3 million students worldwide were enrolled in higher education in another country. From 1970 through the early 1980s, the overall share of international students coming to the United States appeared to be increasing. Since that time, and especially in the early 1990s, the U.S. share of this market appears to be gradually declining. While this apparent decline may signal important changes in the global higher education marketplace, the United States remains the single dominant host country worldwide, with about one-third of all international students.

Using UNESCO's International Statistics

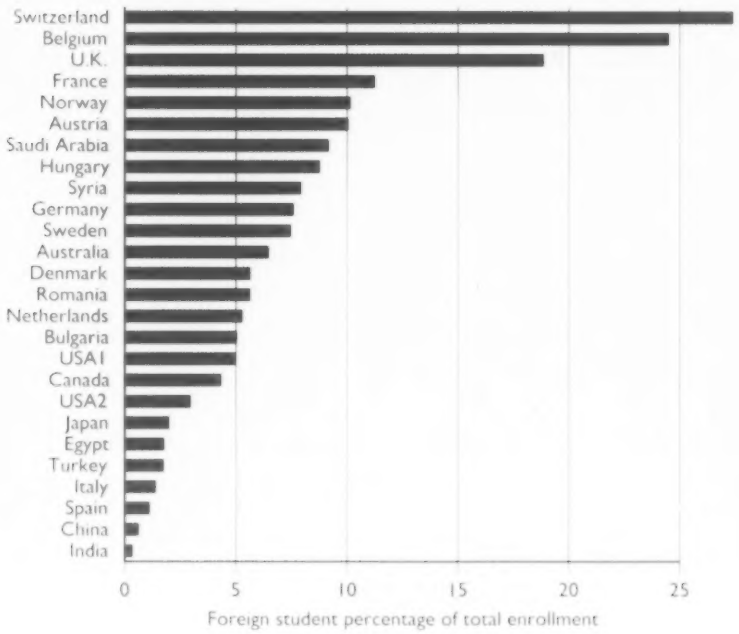
This chapter makes use of data on international student mobility collected and published in UNESCO's annual *Statistical Yearbook*. The UNESCO data is the most comprehensive source of statistical data currently available on educational, scientific and cultural developments world wide. Periodically member states are asked to reply to questionnaires relating to these activities, and the responses are compiled and disseminated annually. Currently about 200 countries and territories reply to the UNESCO inquiries. Unfortunately this data collection effort suffers from a number of difficulties which make conclusions based on this data somewhat tentative. First, UNESCO must rely on the reporting abilities and definitions of the member states. In many cases this leads to gaps, sometimes significant, in national trend lines. In other cases differences in national definitions as to what constitutes a "foreign student" make national comparisons difficult. For example, some states will count as "foreign" first- or even second-generation permanent residents, while other nations will exclude these individuals. Currently the United States excludes permanent residents from its definition; up until 1991, however, the United States included refugees in its foreign student count. Changes such as these occasionally will affect national comparisons over time. The second major problem with the UNESCO data is a lack of timeliness in the reporting of the data. Of the 50 leading host countries reporting in the 1994 edition of the Yearbook, 1992 data is available for just over half. Many of the other countries report data from the late 1980s. Time lags of five years or more further confound the interpretation of this data. Until these difficulties are addressed, efforts to move beyond "bean counting" and towards the development of truly valid sets of international educational indicators will continue to be compromised. Despite these problems the data sets remain useful, even essential, for understanding the global context of international student mobility. They can be used as a starting point for building a picture of international student exchange that can be supplemented by in-depth country-based studies. Finally, they are sufficient to suggest that fundamental shifts are underway in international student mobility, shifts that must be accounted for to understand the interrelationship of education and economic development within a global context.

Leading Host Countries

The foreign student enrollments in the top 25 host countries, as reported in the 1994 edition of the UNESCO *Statistical Yearbook*, suggest that international students are enrolled in institutions in a broad range of countries. For most countries the reported data is for the year 1992, but for others the lag in reporting may extend as far as 1987. Data for Russia is not shown, as there is considerable uncertainty over the integrity of the replies to the UNESCO questionnaire during this period. The proportion of foreign students enrolled in the educational system may reflect the extent to which a nation's higher education system is internationalized. While foreign students make up a relatively small proportion of most higher education systems, the impact of these students extends beyond their numbers. International students constitute about 3% of the U.S. higher education population, and about 5% if only four-year college and university enrollments are considered. This places the United States about on par with Japan and Turkey in the degree to which our system is internationalized. Most of the major European nations have a far higher degree of internationalization, reaching over 25% in the case of Switzerland. Of course, the United States actually

6.b

FOREIGN STUDENT PERCENTAGES IN LEADING HOST COUNTRIES



USA1: four-year college and university enrollment
USA2: enrollment including community colleges

has 50 separate state higher education systems as well as independent private and religious higher education institutions. This very complexity and size make direct comparisons with other nations difficult. International students in the United States are not equally distributed around the country and are not equally attracted to all institutions. Some state systems and some institutions are certainly internationalized to a degree comparable with most European systems. It is also important to note that the United States hosts the largest number of international students, more than the next three leading nations–France, Germany and the United Kingdom–combined.

6.1

FOREIGN STUDENTS AS A PERCENTAGE OF UNIVERSITY ENROLLMENT, 1992

Country	Total Enrollment	Foreign Students	% Foreign	Country	Total Enrollment	Foreign Students	% Foreign
Switzerland	89,031	24,412	27.4	Denmark	124,942	7,008	5.6
Belgium	111,845	27,378	24.5	Netherlands	198,442	10,439	5.3
U.K.	468,095	88,141	18.8	Bulgaria	156,247	7,826	5.0
France	1,246,989	139,963	11.2	U.S.[1]	8,529,132	419,585	4.9
Norway	68,249	6,907	10.1	Canada	867,352	37,269	4.3
Austria	201,615	20,199	10.0	U.S.[2]	14,360,965	419,585	2.9
Saudi Arabia	135,780	12,408	9.1	Japan	2,311,618	45,066	1.9
Hungary	71,452	6,248	8.7	Turkey	444,018	7,548	1.7
Syria	166,710	13,173	7.9	Egypt	431,863	7,473	1.7
Germany	1,539,463	116,474	7.6	Italy	1,522,824	20,513	1.3
Sweden	143,067	10,650	7.4	Spain	1,129,815	12,235	1.1
Australia	534,530	34,408	6.4	China	2,124,121	12,557	0.6
Romania	235,669	13,200	5.6	India	4,074,676	12,802	0.3

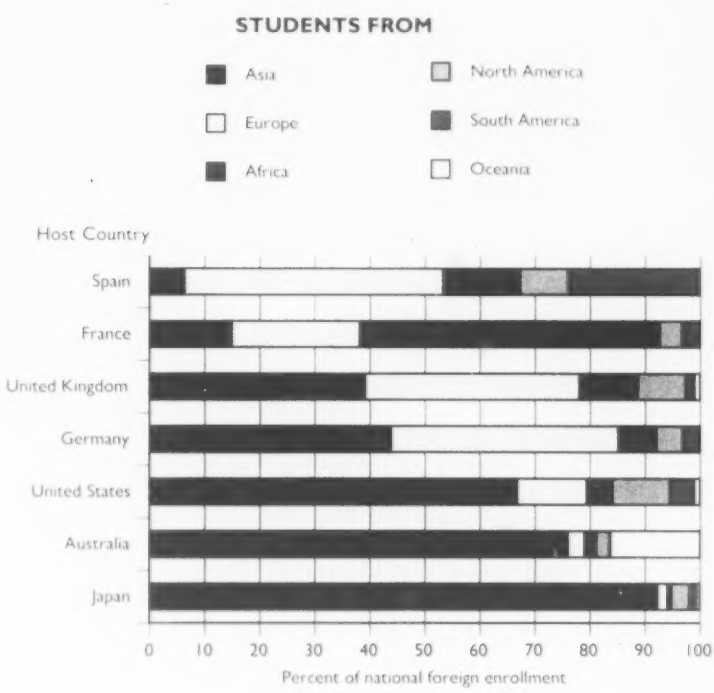
[1] U.S. four-year college and university enrollment
[2] U.S. enrollment including community colleges

Regional Destinations of International Students

As the "push-pull" hypothesis of international student mobility suggests, the major host countries do not uniformly attract students from the world's regions. Regional and national preferences for particular host countries are apparent. These preferences suggest the importance of common language or language education and the ties of history and economics in shaping student flows. The major European hosts (Spain, France, United Kingdom and Germany) all host large numbers of European students. There are important differences, however, in the relative proportions of students they host from outside Europe. Central and South American students constitute about one-quarter of Spain's foreign enrollments, while Africans constitute over half of France's enrollments. U.K. enrollment consists of about 40% Asians and an equal number of Europeans. Australia and Japan host predominately Asians with enrollment proportions of 76% and 92% respectively. Australia also hosts the largest proportion of Oceanians of any of the major hosts. Of the nations that host large numbers of students worldwide, the United States has the largest proportion of Asians (66%) in its national mix of any of the other major hosts. UNESCO groups the Middle East within "Asian" countries.

6.c

REGIONAL REPRESENTATION IN LEADING HOST COUNTRIES, 1992



Leaders for the 21st Century: New Images of Foreign Students

TOSHIO OHSAKO
UNESCO

National and international human resource development, particularly toward the formation of internationally competent leaders, must be given priority if we are to face the challenges of what promises to be an increasingly complex and information-oriented 21st century. The host countries of foreign students must develop dynamic study programs that go beyond developing cognitive skills and knowledge, and provide opportunities for cultural and political interchange as well as social immersion.

The foreign student exchange program of the new century must foster the development of critical but constructive thinkers who will be the future leaders of nations.

Study programs should be designed to promote creative international networking. The foreign student can provide the host country and its students with opportunities to connect with different peoples and cultures which at first glance may have seemed incompatible. With networking such relationships are rendered more synergetic, to the mutual benefit of both. These creative networking skills at the international level cannot easily be provided by national education alone.

The foreign student program must be multicultural and multidimensional. It should not simply teach consensus-based ideas or status quo values; rather, it should encourage students to look at diverse ideas, values and political ideologies. Ideally, it should teach students to anticipate world changes, and how to cope with and adapt to those changes. Both the host and home countries of foreign students will find it valuable to have future leaders of such multicultural and multidimensional expertise.

The foreign student exchange program of the new century must foster the development of critical but constructive thinkers who will be the future leaders of nations. In order to achieve this goal, exchange programs should not be too nationally or narrowly defined; they should be open, tolerant and should contain means by which the host country can learn from the foreign student. Such exchange programs foster longer-lasting and more trusting relationships between the foreign student and the host country, which will in turn foster friendships among nations.

Continued...

Leaders for the 21st Century: New Images of Foreign Students

...Continued

Nations that neglect exchange programs will not only lag behind the development of internationally-minded leaders of the future but will have less potential and influence in the rapidly changing and internationalizing world.

Social, communication and negotiating skills must become important parts of the foreign student's program. These skills are not usually provided in the formal curriculum of a foreign student, except for students who are specializing in these subject areas. The exchange student's valuable language skills and new-found political, cultural and social knowledge will have little impact upon the development of the country of origin unless the student can effectively communicate and apply what he or she has learned. To make this "hidden" curriculum of the exchange program more explicit and systematic is a challenge for the future foreign student exchange program.

A lifelong foreign student program can be designed to contain explicit channels for continuing cooperative and joint projects with returnees. This process can be established by the foreign student with the university and with any other groups or individuals who wish to keep in contact with the foreign student after his or her return home. There should be both a coordinating body at the national level and an international network. The lifelong foreign student program should not, however, simply concentrate on following up with the professional careers and leadership paths of the returnees; it should keep up with other social dimensions as well, such as students' own networking activities and social and political contacts.

Nations that neglect exchange programs will not only lag behind the development of internationally-minded leaders of the future but will have less potential and influence in the rapidly changing and internationalizing world.

Toshio Obsako is a specialist in comparative education research, information analysis and educational innovation at the United Nations Educational Scientific and Cultural Organization (UNESCO).

Economic Impact of International Students in U.K. Higher Education

DAVID GREENAWAY AND JACQUELINE TUCK

University of Nottingham

BACKGROUND

SINCE 1983, there has been dramatic growth in the aggregate numbers of international students in the United Kingdom. In the early 1990s their numbers reached record levels, totaling 95,900 by 1992. Although international students in the United Kingdom come from many countries, almost half come from just seven. One third of international students are postgraduates, compared with 8% of domestic students. There is also a high degree of concentration on subject areas, with almost half of international students enrolled in three broad areas: engineering and technology, social sciences and business and finance.

The export value of international students in U.K. higher education institutions was...twice the value of exports of coal, gas and electricity in the same year.

NATIONAL ECONOMIC EFFECTS

International students studying in the United Kingdom represent an export of educational services, and their fees and expenditures contribute to the circular flow of income. The value of international students, fully funded by overseas sources, amounted to over £310 million in fee income alone, and a further increment to exports of at least £405 in 1992/93 from expenditures on U.K.-produced goods and services. The export value of international students in U.K. higher education institutions was therefore at least £716 million. This amount represents over twice the value exports of coal, gas and electricity in the same year, over half that of inorganic chemicals and one-quarter to one-third that of textiles.

Other benefits of the presence of international students for institutions include benchmarking standards for quality control purposes, stimulating course innovation, enriching cultural and intellectual life and creating an environment conducive to increasing international understanding. Benefits to the wider U.K. population include the promotion of the English language and British culture and better understanding among people of different races.

Continued...

Economic Impact of International Students in U.K. Higher Education

...Continued

FUTURE TRENDS

There will probably be a significant global increase in demand for higher education over the next 10 to 20 years, driven by several factors:

1. Demand for higher education is "income elastic": growth in demand will outstrip growth in income.

2. Higher education participation rates in non-industrialized countries are currently relatively low.

3. Female participation will probably increase.

4. The number of students matriculating from secondary education will grow.

The supply of higher education institutions will probably also increase. Expansion programs are under way in many OECD countries, including the United Kingdom. More importantly, many middle-income countries such as Malaysia, Thailand and Brazil are making considerable investments in their higher education sectors. In addition, the key multilateral lending agencies, most notably the World Bank, are investing significant amounts in the higher education infrastructures of developing countries.

Higher education institutions in the United Kingdom will seek to increase their recruitment of international students in the coming years. There is potential, however, for the influx of income associated with international students to show greater variability than other income streams, given the ways in which international students are recruited and the susceptibility of the market to country-specific shocks. Many higher education institutions are attempting to spread their risks by diversifying their product and their market share.

This abstract was compiled by IIE from a report by David Greenaway and Jacqueline Tuck, University of Nottingham entitled Economic Impact of International Students in U.K. Higher Education. David Greenaway is professor of economics and pro-vice-chancellor at the University of Nottingham. Jacqueline Tuck is a research assistant at the University of Nottingham. For further information about this report, contact Sue Taylor, CVCP, 29 Tavistock Square, London WC1H 9EZ. Tel: 0171-387-9231.

6.d

INTERNATIONAL STUDENTS IN SPAIN, 1991

Central and South American students constituted about one-quarter of Spain's foreign enrollments.

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National Destinations of International Students

Needless to say, national enrollment preferences reflect regional affinities. Bilateral relations, regionalization and competition help determine the flow of students to particular hosts.

Of note are the following patterns:

1. Major European hosts have a strong regional draw for other European countries, and Australia and Japan attract large numbers of Asian students.

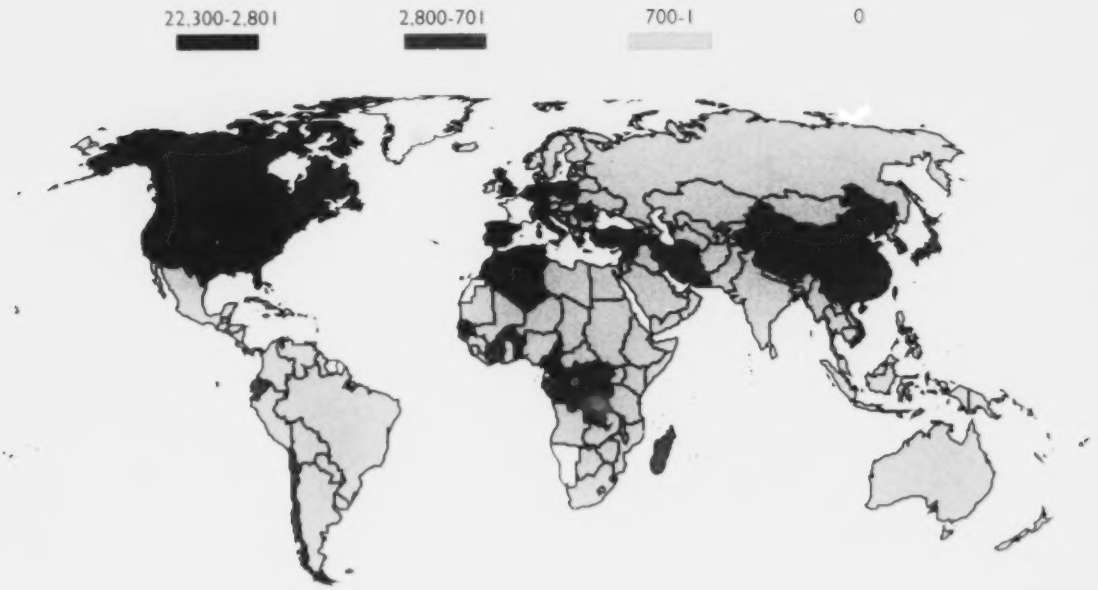
2. Canada, Australia, the United Kingdom, Germany and Japan all have high Asian recruitments.

3. Historical and linguistic affinities create high flows to France from francophone Africa, to Spain from the Americas, and to a lesser extent draw anglophone Africans to the United Kingdom.

6.e

INTERNATIONAL STUDENTS IN FRANCE, 1992

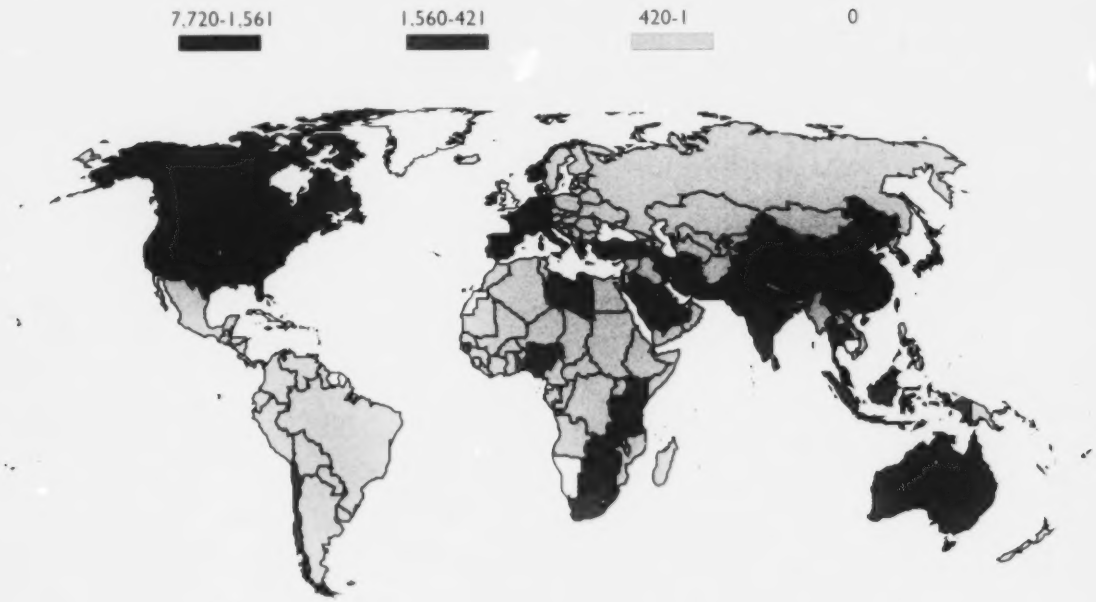
Africans constituted over half of France's international enrollments.



6.f

INTERNATIONAL STUDENTS IN THE UNITED KINGDOM, 1992

The U.K. enrollment consisted of about 40% Asians and an equal share of Europeans.



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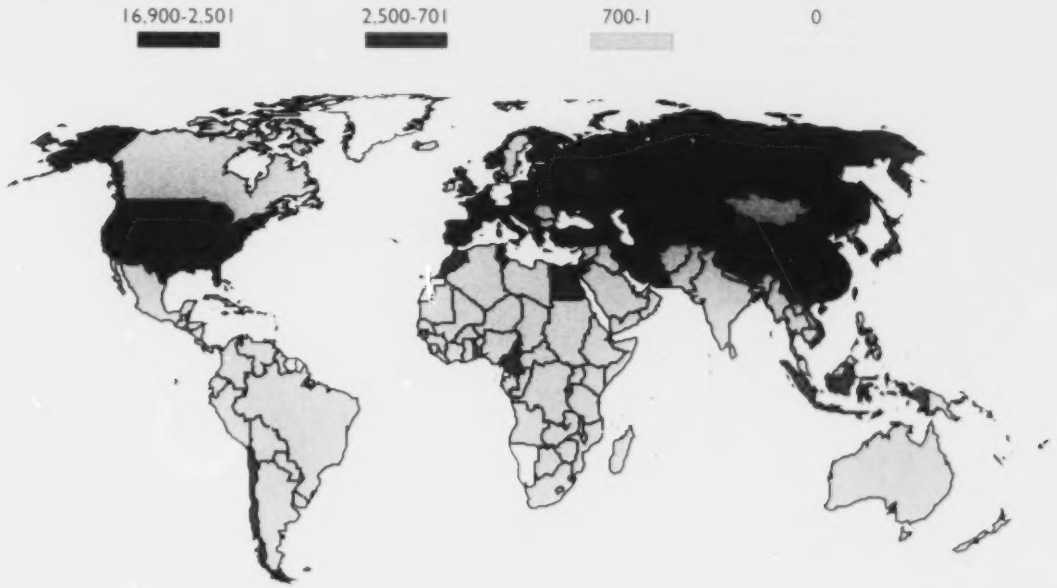
INTERNATIONAL STUDENTS IN GERMANY, 1991

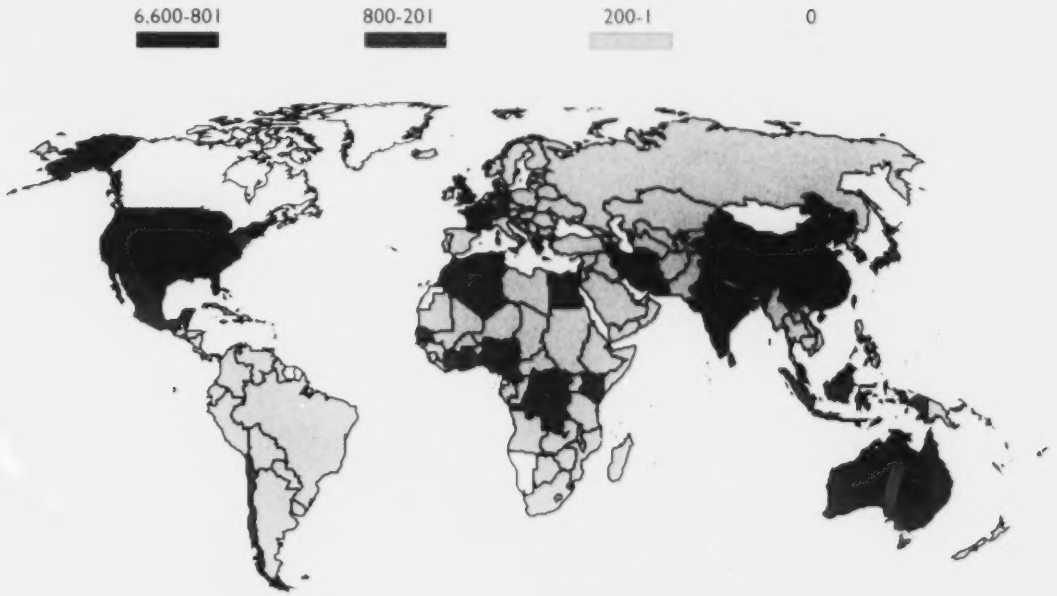
The international student population of Germany consisted largely of students from Asia and from other European countries.



6.h

INTERNATIONAL STUDENTS IN CANADA, 1992

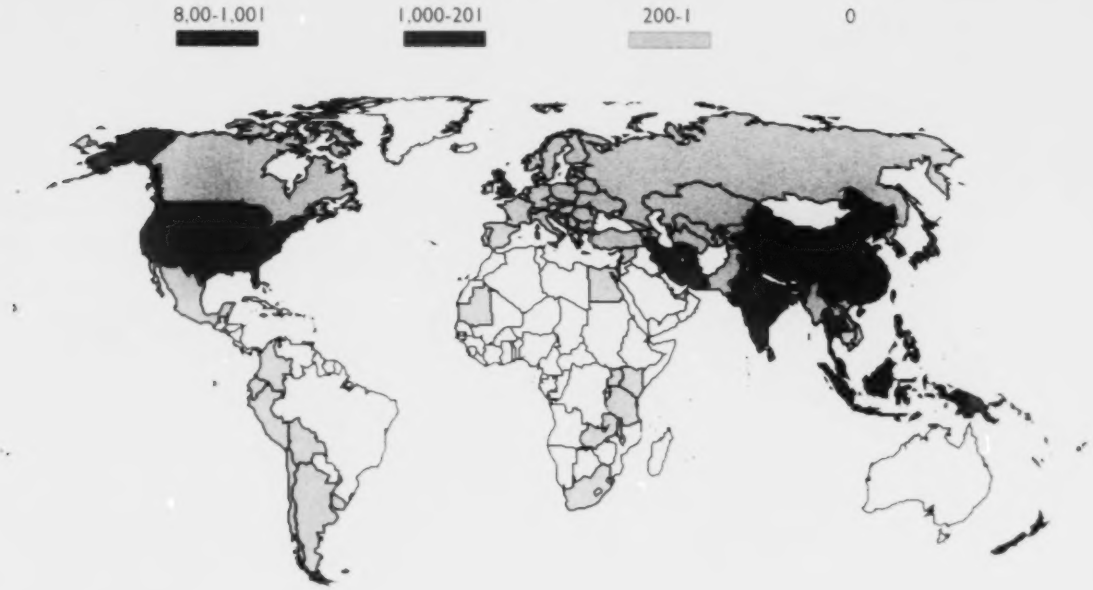
Canada's international students came mainly from Asia, Europe and the United States.



6.i

INTERNATIONAL STUDENTS IN AUSTRALIA, 1992

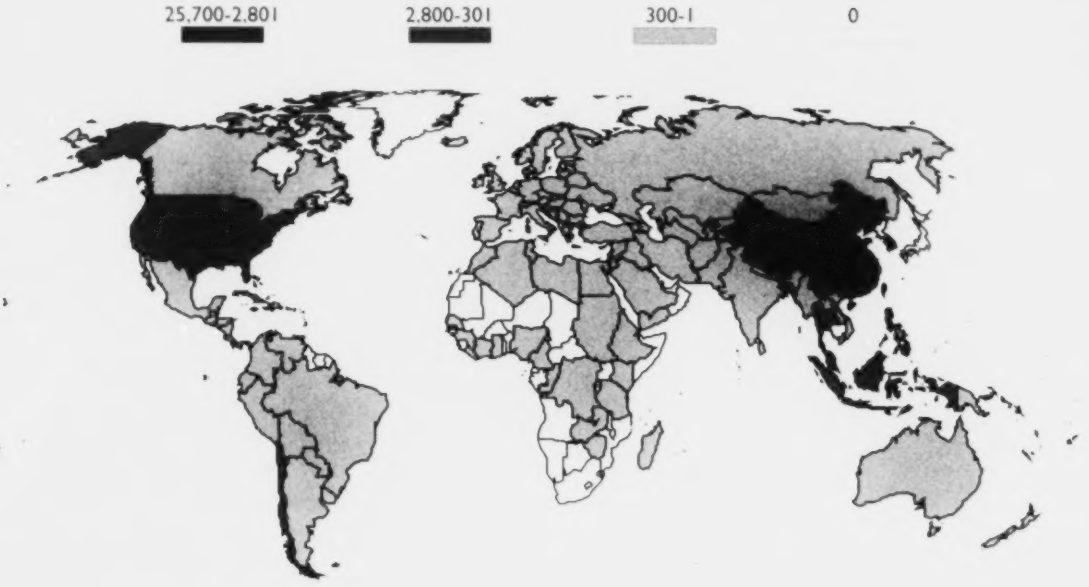
Over three-quarters of Australia's international students came from Asian countries.



6.j

INTERNATIONAL STUDENTS IN JAPAN, 1991

Approximately 92% of Japan's international students came from other Asian countries.



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6.2

ASIANS IN DEMAND

Competition for Asian students is keen among English-speaking countries.

Home Locality	Host Country				% Change and 1994/95
	Australia	Canada	U.K.	U.S. Enrollment	
China	2,854	3,359	1,595	39,403	-11.0
Hong Kong	6,150	6,589	6,723	12,935	-6.0
India	*	1,130	1,167	33,537	-3.6
Malaysia	7,917	1,463	7,716	13,617	-0.7
Indonesia	2,540	*	*	11,872	1.0
Japan	*	*	1,870	45,276	3.4
Korea, Rep of	*	*	*	33,599	8.0
Thailand	*	*	*	10,889	14.0

* Indicates that the home locality had fewer than 1,000 students in a particular host country.
Data for Australia and Canada is from 1992, and for the United Kingdom, 1991.

The enrollment draws of Australia, Canada and the United Kingdom potentially affect student flows to the United States. Table 6.2 displays their joint effect on 1994/95 U.S. enrollment from leading Asian countries. This table suggests that competition may result in shrinking U.S. enrollments from these leading home places of foreign students.

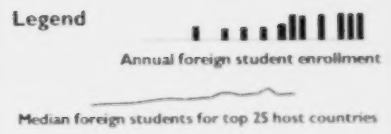
Changes in National Destinations Over Time

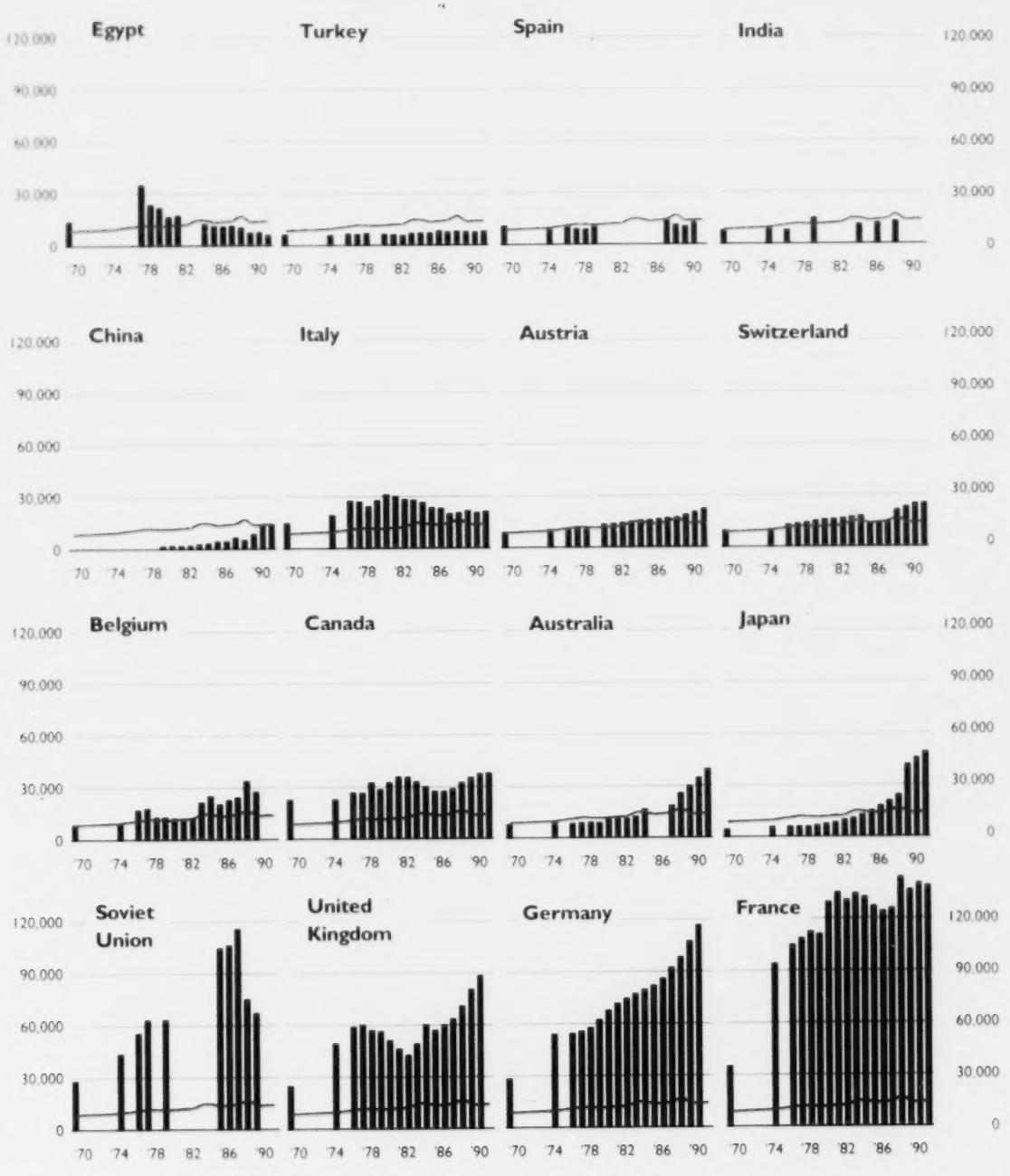
While the number of students going abroad has increased dramatically since 1970, enrollments by foreign nationals in the major host countries have not increased uniformly. Although enrollments in the United States have increased steadily in the past, other nations which were formerly significant hosts have faded as attractive destinations. Destinations such as Canada, the United Kingdom and France have seen enrollments rise, fall and rise again, while other nations have steadily and rapidly increased their enrollments. This variability in national enrollment patterns implies that student flows are dynamic and responsive to particular national "shocks" as well as to longer-term trends. The lessons of the past are likely to apply to the future. There are no continuing guarantees that the United States will enjoy the benefits of a one-third share of the international student market in the future without deliberate and systematic efforts to maintain its standing in the global higher education marketplace.

6.k

HOW HOST COUNTRIES COMPARE

Destinations such as Canada, the United Kingdom and France have seen international enrollments rise, fall and rise again, while other nations have steadily and rapidly increased their enrollments. Leading host nations, except the United States, are ranked in ascending order.





Commodity or Public Service: International Education in the Netherlands

LIDUINE BREMER

Netherlands Organization for International Cooperation in Higher Education

THE economic effects of international education have become a recurrent item on the agendas of institutional and governmental policy makers all over the world. In the Netherlands, as in many other countries, two major trends are indebted to this: the recognition that international education in all its aspects of exchange of students and staff, international curriculum development and inter-institutional cooperation is definitely here to stay, and that it is necessary to review a heavily subsidized public service such as education in these times of increasing budget constraints.

In countries receiving large numbers of fee-paying overseas students, such as the United States, Australia and the United Kingdom, the economic impact of foreign students has been shown in various studies to be considerable. The impact is felt both at the institutional level, where foreign students' fee payments make up a significant proportion of the institute's income, and at the national level, where the consumer expenditures of foreign students contribute tangibly to aggregate demand.

These examples have caused such countries as the Netherlands, which has a higher education system with a strong international outlook (well developed networks and a high proportion of mobile students), to attempt to stimulate the number of fee-paying foreign students in order to achieve similar financial benefits.

Now, as far as the impact of foreign students on the domestic economy is concerned, the computations made in Australia and the United Kingdom may in principle be applied to other countries hosting foreign students as well–with scale adjustments of course. The impact at the institutional level and the cost of attracting and accommodating large numbers of foreign students, however, are likely to be very different in the Netherlands than in the countries mentioned before. Research in the Netherlands has shown that in the courses currently offered to foreign students, many of the development and delivery costs are hidden, and in fact press on the central institutional budget or the input of individual staff members rather than on the programme budget itself. The language of instruction is a complicating factor: the option of offering courses in English requires significant additional resources, including staff training, and the quality of teaching may not be sustainable.

Not only the curricula need to be adapted. Thought must also be given to other student facilities, such as sports and accommodation facilities, for which the standards in the sending countries need to be considered as well.

In addition, in the Netherlands there is no long tradition of seeing education (of either domestic or foreign students) as a possibly profit-generating or at least cost-covering operation. Education is regarded as a public service, which the government has a moral duty to provide, rather than as a commodity that can be marketed and sold. The change of perspective taking place in the minds of policy makers at the governmental and institutional level often appears to be inspired mainly by the continuing shrinkage of available budgets and is not accompanied by a shift in argument

Continued...

Commodity or Public Service: International Education in the Netherlands

...Continued

based on a new perception of the role of higher education in society.

Economic effects of international education have become a recurrent item on the agendas of institutional and governmental policy makers all over the world.

An example of a measure being proposed in the Netherlands in accordance with this shift in thinking is a legislative proposal that would allow higher education institutions, as temporary incentive, to establish individual levels of tuition fees for non-E.U. students (E.U. regulations forbid differentiation of tuition fees between domestic students and students from other E.U. countries). This is in line with the current Dutch policy of bolstering the autonomy of the institutions, but this could possibly result in an uncalled-for diversification of the educational landscape.

Trying to attract foreign students in order to increase financial benefits may be detrimental to other benefits of international education. Courses established on at least a self-sustaining basis may need to be tailored exclusively to the needs and requirements of individual foreign students, thereby creating an international island within the institution and depriving institution and students of many of the important benefits of international cooperation in education. Domestic students might no longer be able to develop inter-institutional contacts and cross-cultural communication skills by interacting with foreign students in the setting of the international classroom. The current focus on the empirically proven economic effects should not make us lose sight of the original goals of international cooperation in higher education.

Liduine Bremer is a researcher in the Department for International Academic Relations at the Netherlands Organization for International Cooperation in Higher Education (NUFFIC), the Netherlands.

7

U.S. DISTRIBUTION

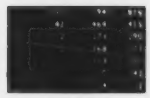
Foreign Student Totals in U.S. Counties, Regions and States

- Although the international student population, like the overall higher education population of the United States, is most densely concentrated on the opposite coasts, there is also wide distribution across the rest of the country and its territories. After the Northeast, Midwestern states host more students than any other region, and the South currently hosts more students than the Pacific West Coast.
- Because the increase in the total international student population was minimal (0.6%) this year, the regional gains were accordingly small. International student enrollments grew fastest in the Southwestern and Mountain states, but gains in other areas of the country were below 2% or actually declined (as in the case of the Midwest and the Pacific). The growth in the Southwest was helped by a 5% gain in the number of internationals in Texas, and Utah's 16% increase pushed the Mountain states' total above 17,900.
- The states enrolling the most international students are California (55,685), New York (47,510), Texas (28,903), Massachusetts (25,929) and Florida (19,228).
- International student enrollments in California, the leading host state, are down 2% this year. California's loss of internationals may be due in part to the decline in the number of Asians coming to this country for study. In recent years California's international student population has been roughly two-thirds Asian.

7.0

FOREIGN STUDENTS IN U.S. REGIONS AND STATES, SELECTED YEARS

State/Region	1959/60	1969/70	1979/80	1989/90	1993/94	1994/95	% Change from 1993/94
Alaska	0	73	185	364	582	517	-11.1%
California	6,457	22,170	47,621	54,178	56,673	55,685	-1.7%
Hawaii	151	1,927	2,653	4,190	5,625	5,648	0.4%
Oregon	638	2,312	4,853	6,403	6,617	6,563	-0.8%
Washington	1,031	3,238	6,717	6,858	10,164	10,517	3.4%
Pacific Totals	**8,277**	**29,720**	**62,029**	**71,993**	**79,661**	**78,930**	**-0.9%**
Colorado	672	1,460	4,184	4,681	6,087	6,174	1.4%
Idaho	160	500	989	1,150	1,598	1,511	-5.4%
Montana	162	324	401	770	1,290	1,135	-12.0%
Nevada	12	109	521	783	1,674	1,804	7.7%
Utah	741	1,915	3,493	4,862	5,708	6,642	16.3%
Wyoming	63	282	435	527	646	561	-13.1%
Mountain Totals	**1,810**	**4,590**	**10,023**	**12,773**	**17,003**	**17,904**	**5.2%**
Illinois	2,890	7,795	12,218	16,816	19,368	19,173	-1.0%
Indiana	1,819	3,230	5,499	7,575	8,755	8,835	0.9%
Iowa	776	1,285	4,010	6,735	8,155	7,713	-5.4%
Kansas	800	2,005	4,479	6,009	7,668	7,268	-5.2%
Michigan	3,259	6,774	10,559	13,555	16,074	15,772	-1.8%
Minnesota	1,473	2,577	4,142	5,446	6,519	6,657	2.1%
Missouri	996	2,896	4,712	6,620	8,576	8,755	2.0%
Nebraska	358	601	1,517	1,918	2,832	3,042	7.4%
North Dakota	211	616	512	1,341	1,842	1,830	-0.6%
Ohio	1,550	4,121	8,672	13,856	16,164	15,733	-2.6%
South Dakota	113	262	486	758	1066	931	-12.6%
Wisconsin	1,199	3,450	4,088	6,438	7,522	7,354	-2.2%
Midwest Totals	**15,444**	**35,612**	**60,894**	**87,067**	**104,541**	**103,063**	**-1.4%**
Alabama	311	551	3,220	4,513	5,212	5,258	0.8%
Arkansas	107	235	1,328	1,710	2,633	2,848	8.1%
Delaware	38	311	447	1,003	1,439	1,488	3.4%
District of Columbia	2,020	3,949	8,499	9,487	9,067	9,045	-0.2%
Florida	730	6,939	11,919	20,364	18,555	19,228	3.6%
Georgia	416	1,258	4,472	5,980	7,520	7,835	4.1%
Kentucky	293	734	2,208	2,543	3,535	3,611	2.1%
Louisiana	815	1,720	5,546	5,535	6,246	6,014	-3.7%
Maryland	542	1,670	4,266	6,952	8,520	8,457	-0.7%
Mississippi	130	387	1,704	1,941	2,153	2,183	1.3%
North Carolina	628	1,594	3,709	5,764	6,444	6,106	-5.2%
South Carolina	165	368	1,484	2,381	3,228	3,093	-4.1%
Tennessee	450	1,295	4,499	4,247	4,729	4,822	1.9%
Virginia	275	662	3,374	6,970	8,308	8,722	4.9%
West Virginia	118	226	1,453	1,417	2,012	1,933	-3.9%
South Totals	**7,058**	**21,899**	**58,128**	**80,807**	**89,601**	**90,640**	**1.1%**



New York and California have consistently hosted the largest numbers of foreign students. California has had the highest enrollments since the late 1950s. Massachusetts, third in international enrollments in the mid-1950s, lost ground in the 1960s when more foreign students headed for Michigan and Illinois. Perhaps the most dramatic shift came in the late 1960s, when Florida became the fourth most populous state in terms of foreign students; in 1965 it was not even among the top ten. While this initial jump was fueled by arriving refugees from Cuba (first included in the Census in 1967), subsequent growth in Florida's international student population was sustained by enrollments from around the world and especially from the Caribbean and South America. Texas, eighth in 1969/70, leaped to third place a short five years later and drew even more students than New York by the late 1970s, falling again to third place in the following years.

7.0 (cont.)

FOREIGN STUDENTS IN U.S. REGIONS AND STATES, SELECTED YEARS

State/Region	1959/60	1969/70	1979/80	1989/90	1993/94	1994/95	% Change from 1993/94
Arizona	310	1,134	3,798	6,763	7,741	7,858	1.5%
New Mexico	515	481	1,240	1,399	1,800	1,808	0.4%
Oklahoma	717	1,554	8,464	5,989	7,600	8,064	6.1%
Texas	1,574	4,902	24,416	24,170	27,618	28,903	4.6%
Southwest Totals	**3,116**	**8,071**	**37,918**	**38,321**	**44,759**	**46,556**	**4.0%**
Connecticut	573	1,314	2,847	4,636	5,839	5,869	0.5%
Maine	84	262	307	902	1,360	1,334	-1.9%
Massachusetts	3,136	6,352	12,607	20,840	24,327	25,929	6.5%
New Hampshire	102	356	501	1,262	1,793	1,867	4.1%
New Jersey	583	1,738	4,767	9,608	10,005	9,701	-3.0%
New York	6,069	17,701	23,509	38,350	47,278	47,510	0.4%
Pennsylvania	1,734	5,248	8,919	15,803	18,848	18,133	-3.7%
Rhode Island	191	635	949	1,858	2,275	2,886	26.8%
Vermont	136	222	702	1,206	923	860	-6.8%
Northeast Totals	**12,608**	**33,828**	**55,108**	**94,465**	**112,648**	**114,092**	**1.2%**
Guam	—	113	589	473	516	535	3.7%
Puerto Rico	156	1,049	628	633	833	717	-13.9%
Virgin Islands	—	104	130	319	187	199	6.4%
Other Totals	**156**	**1,266**	**1,347**	**1,425**	**1,536**	**1,451**	**-5.5%**
U.S. TOTALS	**48,486**	**134,959**	**286,343**	**386,851**	**449,749**	**452,635**	**0.6%**

Global Cities with Global Connections

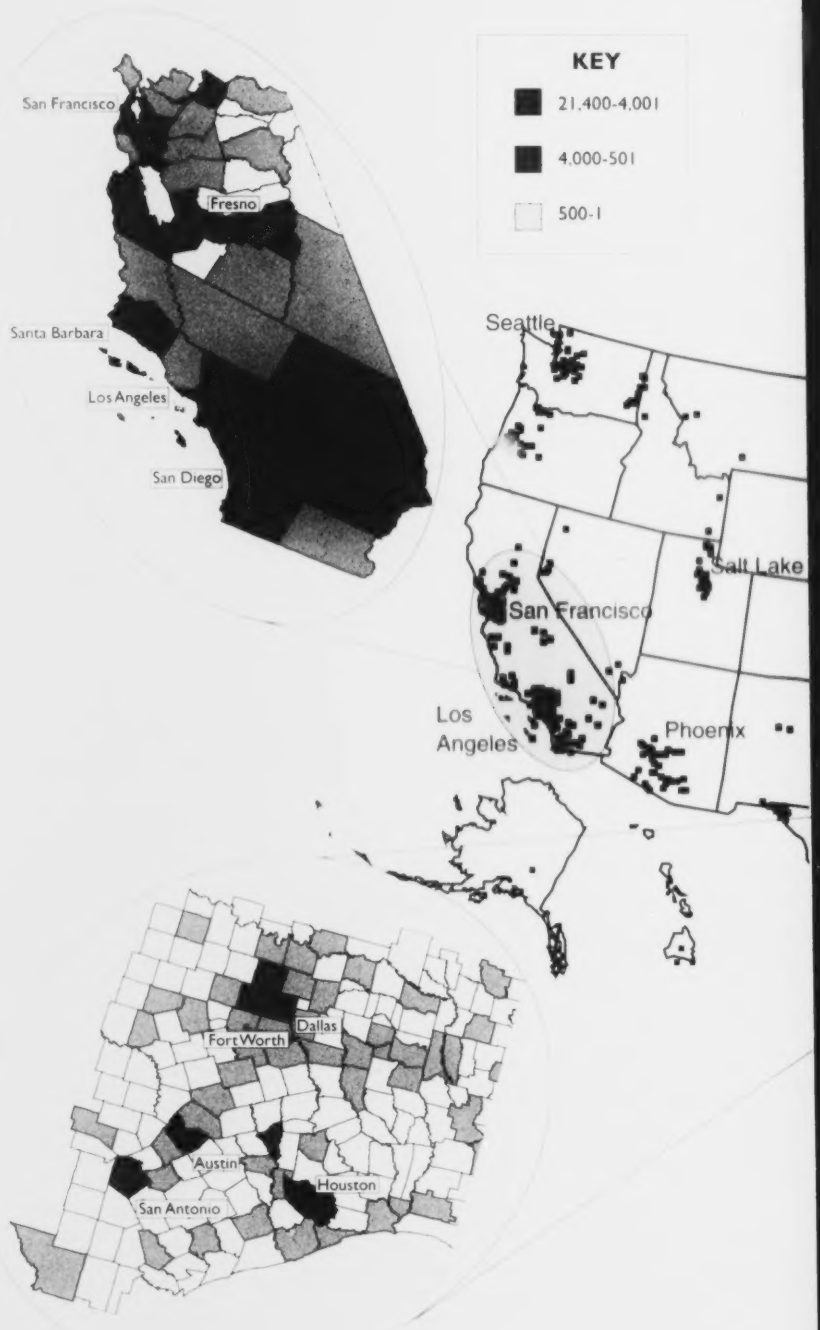
While international students are found in great numbers throughout the United States, they appear to be aggregated in clusters around major metropolitan areas. When foreign student enrollments are displayed by county, it becomes apparent that a mere handful of cosmopolitan cities attracts the bulk of international students. Nearly 25% of all international students are enrolled in universities and colleges located in just ten U.S. counties. About half of all international students are enrolled in just 50 of the over 3,142 counties in the United States.

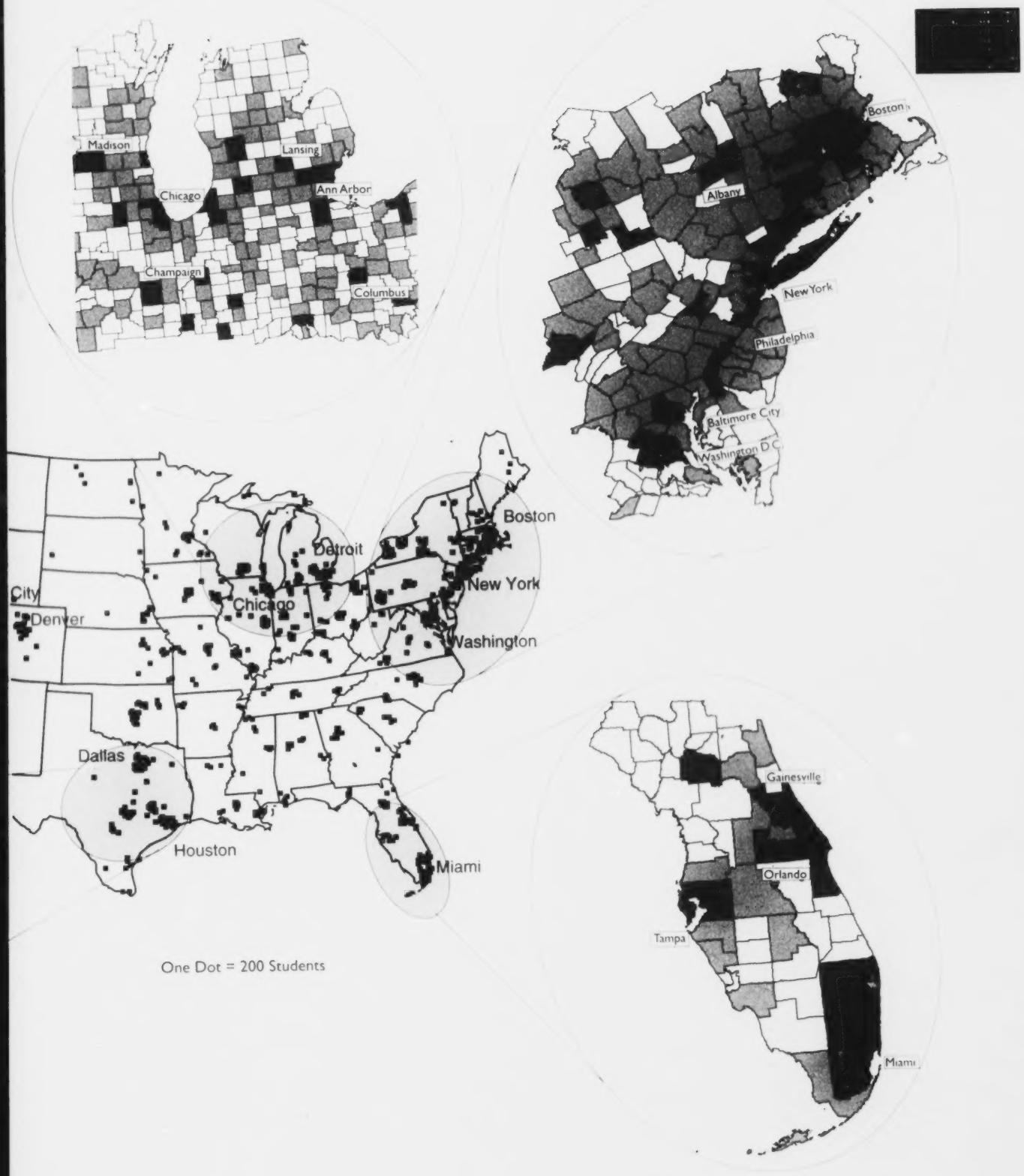
These "global" cities are centers of finance, information, technology, media, services and education, and these industries are crucial to the emerging global economy. The presence of international students in these places reflects the importance of these metropoles for this country and suggests at least one of the means by which these cities will further extend their global reach.

While Los Angeles County is the leading county in terms of international students (21,314), New York City is the world capital of international education, with over 26,400 international students studying in the city's five boroughs.

7.a

DISTRIBUTION OF INTERNATIONAL STUDENTS, 1994/95
About half of all international students are enrolled in just 50 of the over 3,142 counties in the United States.





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7.1

LEADING COUNTIES, 1994/95

Nearly 25% of all international students are enrolled in universities and colleges in the top ten U.S. counties, with half of all international students in the top 50.

	County	State	Number of Students		County	State	Number of Students
	Los Angeles	California	21,314		Fairfax	Virginia	3,013
	New York	New York	18,477		Prince George's	Maryland	2,994
	Suffolk	Massachusetts	10,531		Hennepin	Minnesota	2,972
	Cook	Illinois	9,327		Wayne	Michigan	2,940
	District of Columbia	District of Columbia	8,863	30	Oklahoma	Oklahoma	2,885
	Middlesex	Massachusetts	8,507		Pima	Arizona	2,881
	Philadelphia	Pennsylvania	7,076		Queens	New York	2,803
	Dade	Florida	6,360		Tompkins	New York	2,754
	Harris	Texas	5,750		Fulton	Georgia	2,745
10	Honolulu	Hawaii	5,261		Utah	Utah	2,643
	Santa Clara	California	5,213		Brazos	Texas	2,627
	San Francisco	California	5,099		Middlesex	New Jersey	2,614
	King	Washington	4,853		Ingham	Michigan	2,605
	Maricopa	Arizona	4,433		Story	Iowa	2,495
	Franklin	Ohio	4,411	40	Jackson	Illinois	2,485
	Travis	Texas	4,376		Nassau	New York	2,485
	San Diego	California	4,371		Tippecanoe	Indiana	2,484
	Washtenaw	Michigan	4,155		Cuyahoga	Ohio	2,434
	Dane	Wisconsin	4,105		Hampshire	Massachusetts	2,433
20	Orange	California	4,084		Essex	New Jersey	2,382
	Allegheny	Pennsylvania	3,818		Dallas	Texas	2,378
	Alameda	California	3,381		Alachua	Florida	2,327
	Champaign	Illinois	3,307		Salt Lake	Utah	2,315
	Kings	New York	3,181		Monroe	Indiana	2,287
	Erie	New York	3,073	50	New Haven	Connecticut	2,275

7.b

DISTRIBUTION OF FOREIGN STUDENTS, 1989/90

The highest density of students shifted from the Pacific to the Northeast.

One Dot = 200 Students

7.c

DISTRIBUTION OF FOREIGN STUDENTS, 1979/80

From 1969/70 to 1979/80 the foreign student population in the Pacific states more than doubled (due in large part to the influx of large numbers of Middle Eastern students). California attracted twice as many students as New York.

One Dot = 200 Students

■ As shown in the following figures, in the 1950s and 1960s the Northeast and the Midwest were the destinations of choice, with more than half of the incoming students attending schools in those regions. The Pacific region was a distant third, although enrollments there increased moderately by the end of the 1960s. In the early 1970s the flow of foreign students to the various U.S. regions began to change. The Pacific states, especially California, became the leading destination, and enrollments in the South and in the Southwest increased rapidly, outpacing increases in other regions. This pattern changed once again in the mid-1980s. The Northeast in particular, but also the Midwest, attracted greater proportions of incoming students. This pattern holds true for the early 1990s as well.

7.d

DISTRIBUTION OF FOREIGN STUDENTS, 1969/70

Distribution in the Midwest increased dramatically. California and the Northeast showed major gains.

7.e

DISTRIBUTION OF FOREIGN STUDENTS, 1959/60

Density in the Midwest and California grew; students spread into the heartland, with lower densities in the Upper Midwest, Utah, Wyoming, Nevada and Montana.

8

THE ECONOMICS OF EXCHANGE

The Primary Sources of Funding and Estimated Expenditures of Foreign Students

- As the number of foreign students in this country has grown, their contribution to the national, state and local economies has increased substantially. During the 1993/94 academic year foreign student expenditures on living expenses, college tuition and fees came to nearly $7 billion in non-U.S. funds. An estimated 100,000 full- and part-time jobs were created by these expenditures.
- Based on the 452,635 foreign students reported for the 1994/95 annual Census, we estimate that these students are likely to spend almost $4 billion in 1995/96 on cost-of-living expenditures.
- Over two-thirds (68%) of all foreign students receive most of their funding for U.S. study from personal and family sources, and over three-quarters (76%) receive most of their funding from sources outside the United States.
- The most significant source of funding from within the United States is the institution the student attends. Colleges and universities in the United States provide the bulk of funding for 16.5% of the students, more than twice as much as all other U.S. sources combined. The U.S. government provides direct support for 1.2% of foreign students.
- When interpreting primary-source-of-funds data, it should be kept in mind that U.S. colleges and universities are likely to be best informed about the contributions of their own funds and thus the percentage receiving primary support from these institutions may be overstated. The proportion of students receiving major support from the U.S. government is most likely understated, since government funds are often channelled through a number of programs or awarded directly to a U.S. campus.

8.0

FOREIGN STUDENTS BY PRIMARY SOURCE OF FUNDS, 1993/94 versus 1994/95

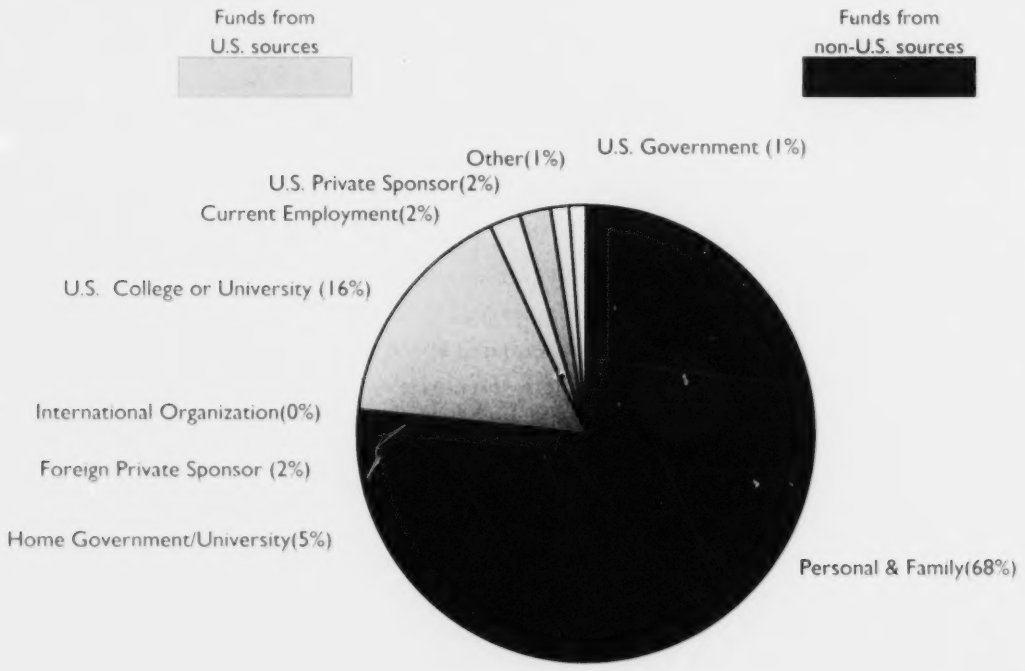
Support from personal/family funds and from current employers increases with corresponding declines in support from U.S. institutions and private and public sponsors.

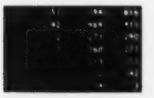
Primary Source of Funds	1993/94 Foreign Students	% of Total	1994/95 Foreign Students	% of Total	% Change
Personal & Family	292,230	65.0	309,557	68.4	6.0
U.S. College or University	82,450	18.3	74,640	16.5	-9.6
Home Government/University	24,030	5.3	23,944	5.3	-0.4
Current Employment	11,150	2.5	11,271	2.5	5.1
U.S. Private Sponsor	11,140	2.5	9,913	2.2	-10.2
Foreign Private Sponsor	10,810	2.4	9,867	2.2	-12.3
U.S. Government	5,860	1.3	5,386	1.2	-5.8
International Organization	2,370	0.5	2,218	0.5	-10.3
Other	9,710	2.2	5,839	1.3	-41.7
TOTAL	**449,750**	**100.0**	**452,635**	**100.0**	**0.6**

8.a

FOREIGN STUDENTS BY PRIMARY SOURCE OF FUNDS, 1994/95

A full three-quarters of the international students in the United States receive their primary source of support from non-U.S. sources.





8.1

PRIMARY FUNDING SOURCE WITHIN ACADEMIC LEVEL, 1994/95

At the undergraduate level, eight-in-ten international students receive their primary support from personal and family funds, but at the graduate level the figure is below 50%.

Primary Source of Funds	Under-graduate	Graduate	Other
Personal & Family	81.2	46.9	65.3
U.S. College or University	7.1	35.0	5.0
Home Govt/University	4.8	6.4	4.4
U.S. Government	0.9	1.8	1.3
Private U.S. Sponsor	2.5	1.9	1.6
Foreign Private Sponsor	1.9	3.7	2.1
Current Employment	0.5	1.6	18.9
International Organization	0.2	0.8	0.7
Other Sources	0.9	1.9	0.7
TOTAL	**100.0**	**100.0**	**100.0**

Primary Source of Funds by Academic Level

- More than eight of every ten international undergraduates (81.2%) draw the bulk of their funding for study from personal and family resources. Less than 8% are funded by any other single source: 7.1% are sponsored by the U.S. college or university they attend and 4.8% are financed by their home government or university. The U.S. government provides support for 1.0% of foreign undergraduates studying in this country.

- Almost half of the foreign graduate students draw the major part of their funding for study in this country from personal and family sources (46.9%). This proportion is much lower than the proportion of undergraduates who rely primarily on personal and family funds.

- Undergraduate and graduate international students also differ in the shares receiving primary support from the schools they attend. While only 7.1% of undergraduates receive the bulk of their funding from U.S. colleges and universities, 35% of foreign graduate students receive their primary support from this source, largely in the form of teaching or research assistantships. The U.S. government provides the primary support for 1.8% of foreign graduate students studying in this country.

Primary Source of Funds by Carnegie Classification

- The pattern of support for foreign undergraduates appears generally similar across different types of institutions by Carnegie Classification. (See Section 9 for a description of the Carnegie Classification scheme.) The bulk of student support comes from personal and family sources in all types of institutions.
- Despite this basic similarity there are several apparent differences between institutional types. Community college students receive the largest share of support across institutional types from personal sources (89.5%) as well as from U.S. private sponsors (2.8%). Liberal arts institutions provide the largest proportion of student support from institutional sources (22.5%), while students attending doctoral and research institutions receive the greatest proportion of support from home governments: 9.8% and 7.7% respectively.

8.2

FUNDING BY CARNEGIE CLASSIFICATION, 1994/95

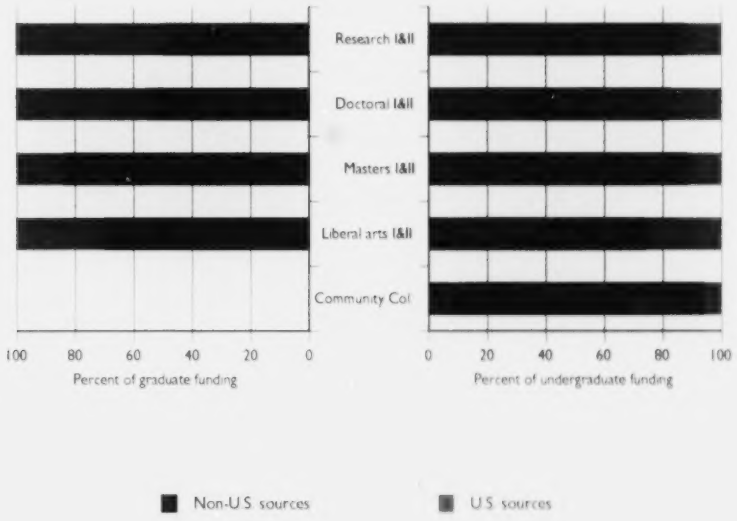
Undergraduate Source	Research I&II	Doctoral I&II	Master's I&II	Liberal Arts I&II	Community College
Personal & Family	78.2	69.8	81.0	68.6	89.5
U.S. College or University	8.3	9.3	7.1	22.5	0.6
Home Govt/University	7.7	9.8	5.2	4.2	2.5
U.S. Government	0.7	0.4	1.0	0.6	1.1
Private U.S. Sponsor	1.1	2.8	2.5	2.5	2.8
Foreign Private Sponsor	1.4	2.7	2.0	1.0	2.2
Current Employment	0.7	0.4	0.4	0.3	0.5
International Organization	0.3	0.2	0.3	0.1	0.2
Other Sources	1.6	4.5	0.5	0.2	0.6

Graduate Source	Research I&II	Doctoral I&II	Master's I&II	Liberal Arts I&II
Personal & Family	38.0	44.8	76.7	56.6
U.S. College or University	42.7	38.2	11.0	26.2
Home Govt/University	6.7	7.4	3.8	5.5
U.S. Government	2.2	1.5	1.2	1.8
Private U.S. Sponsor	0.9	2.4	2.5	1.8
Foreign Private Sponsor	4.2	2.0	2.8	7.6
Current Employment	1.8	1.7	1.1	0.0
International Organization	1.0	0.5	0.6	0.4
Other Sources	2.4	1.7	0.2	0.2

8.b

FUNDING BY CARNEGIE CLASSIFICATION, 1994/95

Across Carnegie types, the percentage of graduate students receiving their primary support from non-U.S. sources is considerably lower than undergraduates.



- At the graduate level there are important differences between the institutional types in the sources of financial support for foreign students. At research institutions a larger proportion of foreign students receives primary support from their university (42.7%) rather than from personal or family sources (38.0%). Just under half (49.9%) of foreign graduate students attending research institutions receive their primary source of support from non-U.S. institutions. Students at master's institutions, in general, provide their own support from personal sources (76.7%) while 11% receive primary support from their institution.

- Generally, across Carnegie types at least 75% of foreign undergraduates (and typically more) receive their primary source of support from non-U.S. sources. At the graduate level, the level of non-U.S. support is considerably lower. While undergraduate funding patterns are relatively similar, considerable variation in the sources of primary support exists at the graduate level by institutional type.

International Students: Are Communities Paying Attention?

ROBERT L. SCOTT

Department of International Development, City of Spokane, Washington

An international student who leaves with a good feeling is a life-long advertisement for the community.

IN every city in the United States there is a business community trying to boost sales and looking for ways to enter new markets at home and abroad, while on local campuses there is a group of affluent, well-connected young people from all over the world. Does business know or care? Unfortunately, probably not. Local companies fail to realize international university students may be the last great untapped economic development resource in most communities. Instead, students are likely to spend four or more years largely invisible off-campus.

International students often come from families representing the political and economic leadership in their countries. They are intelligent, hard-working and affluent. They pay top tuition at the local university or college and are often avid shoppers, buying everything from clothes to cars. They eat out and pay for a wide range of sports and recreational activities. Most importantly, every dollar they spend is new money – from outside the community and the country. In short, international students enrich the communities in which they live, financially as well as culturally.

Studies conducted by the Commerce Department and the Institute of International Education and quoted in a Journal of Commerce article, showed that U.S. colleges and universities are the nation's fifth largest exporters of services. The article reported that international students attending our institutions of higher education generate more than $6 billion a year in tuition revenues, which flow through the community as wages and purchases of goods and services. An additional $3.6 billion is spent directly by international students.

It should also be pointed out that international education is a growth industry, with the number of students studying in the United States increasing at an average annual rate of 3% in recent years. The greatest demand for education in the United States comes from Asia which, as luck would have it, is also the region of strongest overall economic growth in the world today.

The experience in Spokane reflects national trends. During the past nine

Continued ...

International Students: Are Communities Paying Attention?

...Continued

years, the number of international students attending area institutions of higher education has risen from about 700 to over 1,300. These students represent 69 countries, with the largest numbers coming from Japan, Korea and Taiwan. In addition to full-time students, Spokane is fortunate to have a branch campus of a prestigious Japanese women's college. Mukogawa Gaiken, located in Spokane's sister city of Nishinomiya, rotates some 600 young women each year through the Spokane campus for periods of up to 16 weeks.

The economic impact of international students on the community is significant. According to conservative estimates from advisors at Spokane's seven institutions of higher education, international students each spend an average of $18,000 a year locally, making their economic impact in Spokane $23.4 million a year. The Mukogawa branch campus contributes another $3.2 million a year in wages, good and services. These are numbers which should make any business community take notice.

Communities pursuing economic development strategies without recognizing the immediate and long-term impact of international students are clearly missing an opportunity.

The long-term benefits of hosting international students may be even greater. Graduates become corporate leaders who could make ideal contacts for local exporters or could influence decisions to locate a manufacturing facility. They may encourage friends and colleagues to visit their U.S. "home" for business or pleasure. An international student who leaves with a good feeling is a life-long advertisement for the community.

Communities pursuing economic development strategies without recognizing the immediate and long-term impact of international students are clearly missing an opportunity. By reaching out to international students living in the community, retailers can profit directly from increased sales. Exporters can make valuable overseas contacts while utilizing the students' language skills and foreign market knowledge. Perhaps most importantly, the community itself and its citizens begin to realize that they too are part of the new global economy.

Robert L. Scott is the director of the Department of International Development of the City of Spokane, Washington and is responsible for international activities including a wide range of international economic development programs.

Analyzing Economic Impact

Unlike casual tourists, foreign students make educational services purchases (tuition and fees) as well as incurring cost-of-living maintenance expenses over a full year's time. These purchases are being seen by many state governments as important service sector "exports" with significant long- and short-term impacts on state economies. When expenditures for both living expenses and tuition and fees are accounted for, the total expenditures by foreign students of non-U.S. funds comes to nearly $7 billion. The total number of jobs, full- and part-time, created by these expenditures is estimated at just over 100,000 in the academic year 1993/94. This analysis makes use of college tuition and fee data collected annually for the 1993/94 academic year and is the most recent available at this time. For comparability we also make use of foreign student data for the 1993/94 academic year and the estimated cost-of-living expenses of that year.

For both cost-of-living expenses and tuition and fees, student expenditures are adjusted based on the proportion of students who indicate that their primary sources of support are from non-U.S. rather than from U.S. sources such as university assistantships, grants or government sponsored scholarships. IIE's cost-of-living data is drawn from the Institute's Monthly Maintenance Rate (MMR) reports which are used as the basis for Fulbright cost-of-living allowance. These estimates are based on a market basket of expenditures which include housing, food, transportation, entertainment and other household expenditures. They are regionally adjusted for cost-of-living differences throughout the United States.

Tuition and fees expenditures were adjusted for academic level, since foreign graduate students tend to receive tuition and fee support from U.S. colleges far beyond that received by foreign undergraduates. Also accounted for were cost differences between institutional types (two-year and four-year) and institutional governance (public and private). Tuition and fee data were taken from the annual cost survey *Basic Student Charges at Postsecondary Institutions: Academic Year 1993-94* conducted by the Office of Educational Research and Improvement–U.S. Department of Education.

This analysis makes separate estimates of the employment impact of expenditures in two areas: household services and the educational service sector. Economic sectors most strongly benefiting from household expenditures include insurance and service industries, finance, wholesale and retail trade, construction industries and electric equipment. Service sector jobs include those at universities and their suppliers as well as those who provide local support to these institutions. This analysis is based on employment multipliers published in *Regional Multipliers: A User Handbook for the Regional Input-Output Modeling System*, by the Bureau of Economic Analysis, U.S. Department of Commerce.

Caution must be taken not to interpret these data too literally. Any state-level analysis is likely to be somewhat misleading as local areas with colleges and universities are most strongly impacted by student expenditures, and areas with strong employment may not be as highly impacted as other areas. These data may be taken as illustrative of the short-term economic impact of international students and as an effort to provide a framework for the dialog over the short-term impact of these students' expenditures. Additional details on the methodology used in this analysis are contained in Section 14.

8.3

ESTIMATED ACADEMIC YEAR FOREIGN STUDENT EXPENDITURES AND JOB CREATION BY STATE, 1993/94

State	Foreign Students	Cost-of-Living Expenditures	Tuition and Fees Expenditures	Total Expenditures	Jobs Created
Alabama	5,212	$45,500,760	$18,729,017	$64,229,777	926
Alaska	582	$5,080,860	$3,016,012	$8,096,872	40
Arizona	7,741	$67,578,930	$45,432,228	$113,011,158	1,608
Arkansas	2,633	$22,986,090	$10,446,770	$33,432,860	583
California	56,673	$494,755,290	$389,017,615	$883,772,905	14,381
Colorado	6,087	$53,139,510	$45,675,101	$98,814,611	1,545
Connecticut	5,839	$50,974,470	$53,546,816	$104,521,286	1,187
Delaware	1,439	$12,562,470	$9,569,103	$22,131,573	247
District of Columbia	9,067	$79,154,910	$77,921,255	$157,076,165	282
Florida	18,555	$161,985,150	$109,721,698	$271,706,848	4,508
Georgia	7,520	$65,649,600	$36,883,614	$102,533,214	1,466
Hawaii	5,625	$49,106,250	$30,707,569	$79,813,819	1,074
Idaho	1,598	$13,950,540	$7,237,102	$21,187,642	378
Illinois	19,368	$169,082,640	$135,061,857	$304,144,497	3,997
Indiana	8,755	$76,431,150	$55,462,512	$131,893,662	1,886
Iowa	8,155	$71,193,150	$56,646,570	$127,839,720	2,468
Kansas	7,668	$66,941,640	$39,902,682	$106,844,322	1,785
Kentucky	3,535	$30,860,550	$18,034,742	$48,895,292	767
Louisiana	6,246	$54,527,580	$26,588,795	$81,116,375	1,237
Maine	1,360	$11,872,800	$11,014,916	$22,887,716	321
Maryland	8,520	$74,379,600	$46,046,653	$120,426,253	1,316
Massachusetts	24,327	$212,374,710	$263,386,234	$475,760,944	6,350
Michigan	16,074	$140,326,020	$114,770,397	$255,096,417	4,156
Minnesota	6,517	$56,893,410	$42,028,577	$98,921,987	1,717
Mississippi	2,153	$18,795,690	$9,621,405	$28,417,095	493

8.3 (cont.)

ESTIMATED ACADEMIC YEAR FOREIGN STUDENT EXPENDITURES AND JOB CREATION BY STATE, 1993/94

State	Foreign Students	Cost-of-Living Expenditures	Tuition and Fees Expenditures	Total Expenditures	Jobs Created
Missouri	8,576	$74,868,480	$48,431,638	$123,300,118	2,059
Montana	1,290	$11,261,700	$6,735,028	$17,996,728	349
Nebraska	2,832	$24,723,360	$11,759,377	$36,482,737	424
Nevada	1,674	$14,614,020	$9,074,381	$23,688,401	310
New Hampshire	1,793	$15,652,890	$17,145,704	$32,798,594	449
New Jersey	10,005	$87,343,650	$67,111,777	$154,455,427	2,289
New Mexico	1,800	$15,714,000	$9,944,748	$25,658,748	345
New York	47,278	$412,736,940	$341,299,536	$754,036,476	8,419
North Carolina	6,444	$56,256,120	$43,266,502	$99,522,622	1,426
North Dakota	1,842	$16,080,660	$9,267,872	$25,348,532	529
Ohio	16,170	$141,164,100	$130,923,105	$272,087,205	3,812
Oklahoma	7,600	$66,348,000	$30,954,192	$97,302,192	1,466
Oregon	6,617	$57,766,410	$45,580,828	$103,347,238	1,881
Pennsylvania	18,848	$164,543,040	$158,086,233	$322,629,273	4,898
Rhode Island	2,275	$19,860,750	$22,073,375	$41,934,125	561
South Carolina	3,228	$28,180,440	$14,515,216	$42,695,656	808
South Dakota	1,066	$9,306,180	$5,003,498	$14,309,678	308
Tennessee	4,726	$41,257,980	$27,868,039	$69,126,019	1,154
Texas	27,619	$241,113,870	$116,103,092	$357,216,962	5,787
Utah	5,708	$49,830,840	$28,673,583	$78,504,423	1,565
Vermont	923	$8,057,790	$10,440,137	$18,497,927	298
Virginia	8,308	$72,528,840	$69,231,174	$141,760,014	2,009
Washington	10,164	$88,731,720	$63,828,789	$152,560,509	2,838
West Virginia	2,012	$17,564,760	$11,811,648	$29,376,408	528
Wisconsin	7,522	$65,667,060	$58,270,182	$123,937,242	2,102
Wyoming	646	$5,639,580	$3,063,810	$8,703,390	124
Total		**$3,912,916,950**	**$3,016,932,704**	**$6,929,849,654**	**101,456**

From the Back Bay to Bankrolls: What Massachusetts' Visionary Tradition is Doing for International Education

KEVIN O'CONNOR

Massachusetts Educational Financing Authority

IN the late 1850s the Commonwealth of Massachusetts, with the help of Boston's city government and a variety of commercial interests, set upon felling the hills of Boston to fill the tidal marshes surrounding what was then Shawmut Peninsula. Tons of dirt were moved and more than 400 acres of new land were created in one of the largest public/private ventures in Boston's young history. The construction of the Back Bay increased access to the Peninsula's booming seaport and expanding businesses and provided room for the city to grow, ensuring Boston's preeminence as New England's financial and population center.

As the twentieth century draws to a close, Massachusetts state government has continued its visionary tradition. Today's educational equivalent...is the construction of the nation's first loan program for international students studying in Massachusetts.

As the twentieth century draws to a close, Massachusetts state government has continued its visionary tradition, supporting the growth of its most important industries. Chief among these priorities is higher education. Today's educational equivalent to filling the tidal marshes is the construction of the nation's first loan program for international students studying in Massachusetts. The program, called PRISM, is a new financial bridge which allows international students to finance the ever-increasing cost of higher education.

The loan program allows international students to borrow up to the full cost of their education in Massachusetts and to repay the amount over 10 or 15 years. The idea radically changes the way colleges and universities can serve their overseas populations. International admissions officers no longer have to instinctively deny a student's request for assistance, but can instead offer applicants from around the world what we in the United States have had for decades – a financial alternative.

PRISM has been made available in two countries so far, and students from Argentina and Canada are taking advantage of the opportunity. This new financial bridge offers interest rates which are fixed and are considerably lower than those offered in the host country (in Argentina the rate is nearly half of what is available from local banks). More importantly, however, is the access to capital that never before existed for international students.

Continued

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From the Back Bay to Bankrolls

...Continued

Just as the people of Boston were able to access new opportunity after the Back Bay was built, so too will international students be able to pursue their own opportunities for higher education in Massachusetts.

Massachusetts' tradition of educational excellence is centuries old, but this commitment from the state is quite new. Yesterday's textile manufacturers have been replaced by knowledge-based companies intricately tied to and reliant upon a well trained work force. A long-standing tradition of education is now supported by a pervasive demand for well educated employees and as a result, Massachusetts colleges and universities serve a client base well in excess of 400,000 students each year, generating over $12 billion in annual revenue while employing more than 150,000 Massachusetts residents.

As state policy leaders let go of their traditional perceptions about education and begin to see it as the industry giant it is, their support begins to replicate that given to other important industries. Recently education leaders have joined official state trade missions to nearly a dozen countries throughout the world.

Just as the people of Boston were able to access new opportunity after the Back Bay was built, so too will international students be able to pursue their own opportunities for higher education in Massachusetts. And while participation on trade missions and the creation of a loan program hardly tear down the many mountains facing international students, sometimes moving a few hills is all it takes.

Kevin O'Connor is the director of international development for the Massachusetts Educational Financing Authority (MEFA). MEFA is a non-profit state organization which provides financial assistance to students and families studying in Massachusetts. MEFA recently created the nation's first loan program for international students.

8.4

ESTIMATED COST-OF-LIVING EXPENDITURES BY FOREIGN STUDENTS, 1995/96

State	1994/95 Foreign Students	1995/96 Estimated Expenditures
Alabama	5,258	$46,138,950
Alaska	517	$4,536,675
Arizona	7,858	$68,953,950
Arkansas	2,848	$24,991,200
California	55,685	$488,635,875
Colorado	6,174	$54,176,850
Connecticut	5,869	$51,500,475
Delaware	1,488	$13,057,200
District of Columbia	9,045	$79,369,875
Florida	19,228	$168,725,700
Georgia	7,835	$68,752,125
Guam	353	$3,097,575
Hawaii	5,648	$49,561,200
Idaho	1,511	$13,259,025
Illinois	19,173	$168,243,075
Indiana	8,835	$77,527,125
Iowa	7,713	$67,681,575
Kansas	7,268	$63,776,700
Kentucky	3,611	$31,686,525
Louisiana	6,014	$52,772,850
Maine	1,334	$11,705,850
Maryland	8,457	$74,210,175
Massachusetts	25,929	$227,526,975
Michigan	15,772	$138,399,300
Minnesota	6,657	$58,415,175
Mississippi	2,183	$19,155,825
Missouri	8,755	$76,825,125
Montana	1,135	$9,959,625
Nebraska	3,042	$26,693,550
Nevada	1,804	$15,830,100

Cost-of-Living Expenditures by Foreign Students in the United States

- Presented here are estimated cost-of-living expenditures by foreign students in the United States based on information from two sources: 1) the number of foreign students reported for 1994/95 in the IIE Annual Census, and 2) the recommended Monthly Maintenance Rates (MMRs) for 1995/96 calculated by IIE for use by the Fulbright scholarship program.
- The MMRs are based on current cost-of-living information and comparative price indices in urban and nonmetropolitan areas. Since living costs vary in different regions of the United States and between urban and nonmetropolitan areas, IIE has located each Fulbright host institution within its appropriate geographical area and provided it with a specific MMR. It should be noted that the MMR includes living costs only; it does not include expenditures for tuition, fees, books, insurance, special equipment, travel or dependents.

■ Estimates of foreign students' cost-of-living expenditures in each state is done by multiplying the MMR by nine (representing a nine-month academic year) and by the number of foreign students the institution reports. The estimated expenditures for each institution in a state are then totaled to arrive at a state figure. MMRs vary from region to region, but the average MMR for 1995/96 is $975.

8.4 (cont.)

ESTIMATED COST-OF-LIVING EXPENDITURES BY FOREIGN STUDENTS, 1995/96

State	1994/95 Foreign Students	1995/96 Estimated Expenditures
New Hampshire	1,867	$16,382,925
New Jersey	9,701	$85,126,275
New Mexico	1,808	$15,865,200
New York	47,510	$416,900,250
North Carolina	6,106	$53,580,150
North Dakota	1,830	$16,058,250
Ohio	15,733	$138,057,075
Oklahoma	8,064	$70,761,600
Oregon	6,563	$57,590,325
Pennsylvania	18,133	$159,117,075
Puerto Rico	717	$6,291,675
Rhode Island	2,886	$25,324,650
South Carolina	3,093	$27,141,075
South Dakota	931	$8,169,525
Tennessee	4,822	$42,313,050
Texas	28,903	$253,623,825
Utah	6,642	$58,283,550
Vermont	860	$7,546,500
Virgin Islands	199	$1,746,225
Virginia	8,722	$76,535,550
Washington	10,517	$92,286,675
West Virginia	1,933	$16,962,075
Wisconsin	7,354	$64,531,350
Wyoming	561	$4,922,775
TOTAL	**452,635**	**$3,971,872,125**

Educational Services As a National Industry

Katherine E. Evans

United States Trade Commission

Current Conditions

The United States is the leading exporter of education services in the world. U.S. colleges and universities generated a services trade surplus of $6 billion in 1993. This represents about 19% of the total U.S. services trade surplus. Currently, the largest export market for U.S. higher education services is Asia, particularly China, Japan, Taiwan, India and Korea.

Other major exporters include the United Kingdom, France and Germany. These countries maintain advantages in certain regional markets because of close historical relationships and, in the case of the latter two, low tuition prices. U.S. students principally import education services from Europe, particularly France, the United Kingdom and Spain. U.S. imports principally result from cultural and educational exchanges through study abroad programs.

The international market for education is expected to continue growing, in large part due to increasing global economic integration.

The international market for education is expected to continue growing, in large part due to increasing global economic integration. As integration occurs, U.S. citizens likely will find it necessary to become more knowledgeable about foreign cultures, languages, and lifestyles. This knowledge will facilitate the conduct of business in foreign markets. U.S. exports of education services may provide additional benefits to the U.S. economy over the longer term. Such benefits may arise from increased imports of U.S. goods and services by former students once they assume positions in their home countries' private and public sectors.

Industry Structure

Flexibility within programs and institutions enhances U.S. competitiveness in higher education. Unlike that of other major exporters, the U.S. higher education system features a highly developed private sector as well as a mature community and junior college system. The diverse U.S. system accommodates students with varying levels of preparation and motivation. For instance, foreign students with minimal English skills

Continued

Educational Services As a National Industry

Continued

can improve their language skills in numerous English as a Second Language (ESL) centers.

On an institutional level, flexible admission policies enable students to matriculate throughout the calendar year. This is a distinctive feature of the U.S. system. In addition, students in U.S. institutions can change programs easily, whereas European institutions tend to prepare students for a single career track. For instance, it can be difficult for students in French institutions to take courses and accumulate academic credit in departments outside their major field of study.

As economic integration occurs, U.S. citizens are likely to find it necessary to become more knowledgeable about other cultures.

U.S. Imports: Study Abroad Programs

U.S. students import foreign education through study abroad programs, usually those sponsored by U.S. institutions. Less than 1% of all U.S. students chose to earn a degree from foreign institutions of higher education. Import penetration has remained consistently below 1% since efforts to track study abroad began in 1985. In contrast, 78% of U.S. students abroad study for only one semester, summer, or quarter.

During the 1991/92 school year, 71,154 U.S. students studied abroad, an increase of approximately 14% over the 1987/88 school year level of 62,341 students. In 1993, U.S. students studying abroad imported approximately $764 million in educational services. This amounted to less than 1% of total imports of private services. Since 1989, U.S. imports have increased at an average annual rate of 7%, from $586 million.

U.S. Trade Balance

In 1993 the U.S. trade surplus in education services was $6 billion, accounting for approximately 10% of the total U.S. services trade surplus. The trade surplus in education services has grown each year since 1989, when it was $4 billion. The education trade surplus is expected to increase as exports, growing at an average annual rate of approximately 11%, have increased at a faster pace than imports, growing at an average annual rate of approximately 7% since 1989.

This report, abstracted by IIE, was prepared by Katherine E. Evans of the Services Industries Branch of the U.S. Trade Commission. Her report, Industry & Trade Summary: Education Services, *is USITC Publication 2920, September 1995. Information about this report is available through the U.S. International Trade Commission, Washington DC 20436.*

9

Foreign Student Enrollments on U.S. Campuses

INSTITUTIONS

U.S. education is a truly vast and complex enterprise. Our diversified system of public, private, religious and specialized institutions offers a varied set of educational and cultural opportunities that continues to attract a growing number of international students. The very diversity of our institutions, from research universities to local community colleges, offers many points of access to U.S. higher education for international students.

The purpose of this section is to stimulate and inform the policy dialogue on college campuses concerning international students. While foreign students remain a relatively small percentage of overall enrollments in U.S. higher education, at many institutions and within many academic programs foreign students are an increasingly important segment. Faculty members and academic administrators understand that tomorrow's college graduate will be working in a tightly knit global community. This reality suggests that developing an international presence on campus is one way in which colleges can meet the challenges of our complex, networked world.

U.S. community colleges that attract a critical mass of international students enable all students to add an international dimension to their education while providing a window on the world for students and other community members.

Policy discussions are confused by the very diversity of U.S. higher education. Institutions differ considerably in size, location, governance and (especially) mission. Institutions with differing missions and sizes offer very different contexts and ought to be compared with like institutions. Academic policy makers and researchers find the Carnegie Classification system a useful tool in managing this variety, because it provides summary classifications of institutions by mission and, to a lesser extent, by size. Academic administrators who wish to consider institutional policies or organizational features benefit from comparisons with other similar institutions.

This section will present an analysis of foreign student enrollments on U.S. campuses by institutional type and size.

The Carnegie Classification of Higher Education groups U.S. colleges and universities according to their educational missions.

What Is the Carnegie Classification System?

The Carnegie Classification of Higher Education groups U.S. colleges and universities according to their educational missions. This classification was developed by Clark Kerr in 1970, primarily to improve the precision of the Carnegie Commissions research. Over the years the system has gained credibility and has served as a helpful guide for scholars and researchers.

The Carnegie Classification is not intended to establish a hierarchy among higher learning institutions. Rather, the aim is to cluster institutions with similar programs and purposes. We have in this country a rich array of institutions serving a variety of needs, and there are institutions of distinction in every category of the Carnegie Classification. The Carnegie Classification utilizes survey data from the U.S. Department of Education Integrated Post-secondary Education Data System (IPEDS), the National Science Foundation, the College Board and the 1994 *Higher Education Directory*, published by Higher Education Publications, Inc. (HEP).

Definitions of Types of Institutions:

Research Universities I: These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate and give high priority to research. They award 50 or more doctoral degrees each year. In addition they receive at least $40 million annually in federal support.

Research Universities II: These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate and give high priority to research. They award 50 or more doctoral degrees each year. In addition they receive between $15.5 million and $40 million annually in federal support.

Doctoral Universities I: These institutions offer a full range of baccalaureate programs and are committed to graduate education through the doctorate. They award at least 40 doctoral degrees annually in five or more disciplines.

What Is the Carnegie Classification System?

Doctoral Universities II: These institutions offer a full range of baccalaureate programs and are committed to graduate education through the doctorate. They award annually at least 10 doctoral degrees in three or more disciplines, or 20 or more doctoral degrees in one or more disciplines.

Master's Universities and Colleges I: These institutions offer a full range of baccalaureate programs and are committed to graduate education through the master's degree. They award 40 or more master's degrees annually in three or more disciplines.

Master's Universities and Colleges II: These institutions offer a full range of baccalaureate programs and are committed to graduate education through the master's degree. They award 20 or more master's degrees annually in one or more disciplines.

Baccalaureate Colleges I: These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They award 40% or more of their baccalaureate degrees in liberal arts fields and are restrictive in admissions.

Baccalaureate Colleges II: These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They award less than 40% of their baccalaureate degrees in liberal arts fields or are less restrictive in admissions.

Associate of Arts Colleges: These institutions offer associate of arts certificate or degree programs and, with few exceptions, offer no baccalaureate degrees.

Professional and Specialized Institutions: These institutions offer degrees ranging from the bachelor's to the doctorate. At least 50% of the degrees awarded by these institutions are in a single discipline. Specialized institutions include: theological seminaries; medical schools and other health-related schools; schools of engineering, business, art or law, teachers' colleges and tribal colleges.

Source: The Carnegie Foundation for the Advancement of Teaching

The system is not intended to establish a hierarchy among higher learning institutions, but rather to cluster institutions with similar programs and purposes.

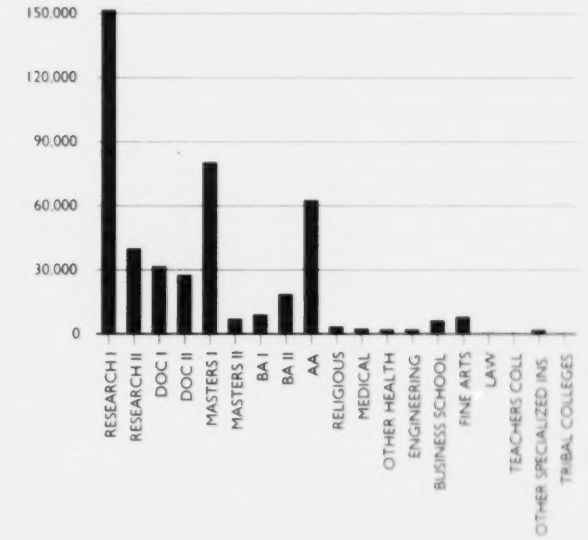
Foreign Student Totals by Carnegie Classification

- When examined by Carnegie Classification, Research I institutions host the largest number (151,226) of international students. These institutions host just over a third of all international students. The 88 reporting universities host an average of 1,718 international students each.
- Master's I institutions (79,966) and the Associate of Arts Colleges (62,250) host over 142,000 students collectively. The Master's I institutions host an average of 187 international students each, while the Associate of Arts Colleges host an average of 70 each.

9.a

FOREIGN STUDENT TOTALS BY INSTITUTIONAL TYPE, 1994/95

Research I type institutions host the largest number (151,226) of international students.



9.0

FOREIGN STUDENT TOTALS BY INSTITUTIONAL TYPE, 1994/95

Category	Average # of Foreign Students	Foreign Student Totals	Institutions Reporting
TOTAL CENSUS	**178**	**452,635**	**2,520**
RESEARCH I	1,718	151,226	88
RESEARCH II	1,070	39,576	37
DOCTORAL I	626	31,303	50
DOCTORAL II	461	27,175	59
MASTER'S I	187	79,966	427
MASTER'S II	75	6,605	88
BACCALAUREATE I	54	8,640	160
BACCALAUREATE II	44	18,245	416
ASSOCIATE DEGREE	70	62,250	886
RELIGIOUS	29	3,006	105
MEDICAL	79	2,046	26
OTHER HEALTH INST	68	1,688	25
ENGINEERING	92	1,743	19
BUSINESS SCHOOL	132	5,812	44
FINE ARTS	175	7,527	43
LAW	5	14	3
TEACHERS' COLLEGES	14	42	3
OTHER SPECIALIZED INST	42	1,518	36
TRIBAL COLLEGES	3	17	5

9.1

FOREIGN STUDENT ENROLLMENTS BY INSTITUTIONAL TYPE: TOP 25 RESEARCH INSTITUTIONS, 1994/95

Top 25 Research Institutions	City	State	Foreign Students	Total Enrollments
Boston U	Boston	MA	4,734	28,664
U Southern CA	Los Angeles	CA	4,259	27,465
U Wisconsin-Madison	Madison	WI	3,964	40,305
NYU	New York	NY	3,832	35,410
Ohio St U	Columbus	OH	3,760	49,542
U Texas-Austin	Austin	TX	3,753	49,617
Columbia U	New York	NY	3,644	19,547
Harvard U	Cambridge	MA	3,410	18,100
U Pennsylvania	Philadelphia	PA	3,168	20,130
U IIL Urbana-Champaign	Champaign	IL	3,064	36,191
U Michigan-Ann Arbor	Ann Arbor	IL	2,748	36,468
U Houston	Houston	MI	2,646	32,129
Texas A&M U	College Station	TX	2,627	41,171
U MN-Twin Cities	Minneapolis	MN	2,606	36,699
George Washington U	Washington	DC	2,591	19,298
Stanford U	Stanford	CA	2,587	15,175
Cornell U	Ithaca	NY	2,567	19,271
Iowa State U	Ames	IA	2,495	24,728
So IL U-Carbondale	Carbondale	IL	2,485	24,083
U MD-College Park	College Park	MD	2,484	32,493
Purdue U	West Lafayette	IN	2,481	34,484
Arizona St U	Tempe	AZ	2,473	42,189
Michigan St U	East Lansing	MI	2,444	39,743
Northeastern U	Boston	MA	2,383	28,154
Brigham Young U	Provo	UT	2,367	32,025

- The United States has a major resource in the number and variety of post-secondary institutions. These institutions serve a variety of educational needs of students seeking an international education. International students are a presence at institutions in each Carnegie category.
- This information is from a computer analysis of 2,520 colleges and universities that responded to the IIE Annual Census and were classified by the Carnegie Foundation for the Advancement of Teaching. The Tables, 9.0 to 9.5, and Figure 9.a., present institutional rankings by Carnegie Classification. Listed are the top 25 foreign student host institutions within classification and their total enrollment.

9.2

FOREIGN STUDENT ENROLLMENTS BY INSTITUTIONAL TYPE: TOP 25 DOCTORAL INSTITUTIONS, 1994/95

Top 25 Doctoral Institutions	City	State	Foreign Students	Total Enrollment
Florida International U	Miami	FL	1,958	23,842
Western Michigan U	Kalamazoo	MI	1,739	26,555
Wichita St U	Wichita	KS	1,568	14,558
American U	Washington	DC	1,562	11,310
U Texas-Arlington	Arlington	TX	1,349	23,280
U Toledo	Toledo	OH	1,323	24,771
New School Soc Rsrch	New York	NY	1,250	6,225
Drexel U	Philadelphia	PA	1,229	11,927
U North Texas	Denton	TX	1,151	25,759
IL Inst Technology	Chicago	IL	1,000	7,027
Florida Atlantic U	Boca Raton	FL	895	17,484
U Central Florida	Orlando	FL	882	23,531
U Nevada-Reno	Reno	NV	858	10,334
Georgia St U	Atlanta	GA	840	24,024
Florida Inst Tech	Melbourne	FL	822	5,947
George Mason U	Fairfax	VA	822	21,774
U MO-Kansas City	Kansas City	MO	803	9,175
U San Francisco	San Francisco	CA	800	7,921
St John's U	Jamaica	NY	798	17,820
Graduate School-CUNY	New York	NY	797	4,513
U Alabama	Tuscaloosa	AL	797	20,262
Boston C	Chestnut Hill	MA	787	14,445
NJ Inst Technology	Newark	NJ	779	7,504
Cleveland St U	Cleveland	OH	755	17,000
Portland St U	Portland	OR	748	14,426

9.3

FOREIGN STUDENT ENROLLMENTS BY INSTITUTIONAL TYPE: TOP 25 MASTER'S INSTITUTIONS, 1994/95

Top 25 Master's Institutions	City	State	Foreign Students	Total Enrollment
City C-CUNY	New York	NY	2,065	12,443
Hawaii Pacific U	Honolulu	HI	1,978	7,910
Baruch C-CUNY	New York	NY	1,668	15,851
U Texas-El Paso	El Paso	TX	1,582	17,188
Oklahoma City U	Oklahoma City	OK	1,228	4,313
NY Inst Tech Campuses	Old Westbury	NY	1,167	9,844
U Central Oklahoma	Edmond	OK	1,160	14,378
Eastern Michigan U	Ypsilanti	MI	1,121	23,321
San Francisco St U	San Francisco	CA	1,028	26,260
CA St U-Fullerton	Fullerton	CA	970	24,317
CA St U-Long Beach	Long Beach	CA	955	26,277
CA St U-LA	Los Angeles	CA	870	21,596
U South Alabama	Mobile	AL	865	11,990
U Dist of Columbia	Washington	DC	862	11,422
Brooklyn C-CUNY	Brooklyn	NY	840	16,000
San Jose St U	San Jose	CA	840	30,338
Golden Gate U	San Francisco	CA	716	7,400
R I T	Rochester	NY	711	12,250
CA St Polytech U	Pomona	CA	673	16,304
CA St U-Sacramento	Sacramento	CA	665	22,800
Queens C-CUNY	Flushing	NY	664	23,316
U New Haven	West Haven	CT	659	5,899
CA St U, Fresno	Fresno	CA	654	17,277
U Hartford	West Hartford	CT	644	7,740
Lake Superior St U	Sault St Marie	MI	644	3,407

9.4

FOREIGN STUDENT ENROLLMENTS BY INSTITUTIONAL TYPE: TOP 25 BACCALAUREATE INSTITUTIONS, 1994/95

Top 25 Baccalaureate Institutions	City	State	Foreign Students	Total Enrollment
Brigham Young U-Hawaii	Laie	HI	785	2,031
Florida Memorial C	Miami	FL	400	1,644
U Dallas	Irving	TX	382	2,870
Medgar Evers C-CUNY	Brooklyn	NY	361	5,288
Teikyo Loretto Heigh	Denver	CO	340	446
York C-CUNY	Jamaica	NY	301	6,869
Salem-Teikyo U	Salem	WV	290	811
U Houston-Downtown	Houston	TX	274	7,715
Mt Holyoke C	South Hadley	MA	254	1,932
Smith C	Northampton	MA	238	2,911
Teikyo Westmar U	Le Mars	IA	238	757
U Hawaii at Hilo	Hilo	HI	233	2,870
Lewis & Clark C	Portland	OR	232	3,078
U Maine Presque Isle	Presque Isle	ME	232	1,308
Tri-State U	Angola	IN	232	1,076
U Southern Colo	Pueblo	CO	231	4,682
Columbia C	Chicago	IL	229	5,689
Lewis-Clark St C	Lewiston	ID	226	3,029
Mt Ida C	Newton Center	MA	189	1,800
Dordt C	Sioux Center	IA	184	1,156
Macalester C	Saint Paul	MN	183	1,768
U Findlay	Findlay	OH	180	3,375
Oakwood C	Huntsville	AL	177	1,534
North Park C & Theol	Chicago	IL	174	1,605
Marymount Manhattan C	New York	NY	172	2,066

9.5

FOREIGN STUDENT ENROLLMENTS BY INSTITUTIONAL TYPE: TOP 25 ASSOCIATE INSTITUTIONS, 1994/95

Top 25 Associate Institutions	City	State	Foreign Students	Total Enrollment
Santa Monica C	Santa Monica	CA	2,229	22,031
Northern Virginia CC	Annandale	VA	2,191	35,195
Montgomery C-Rockville	Rockville	MD	1,378	13,953
Miami-Dade CC	Miami	FL	1,375	52,430
LaGuardia CC-CUNY	Long Island City	NY	1,033	10,592
Edmonds CC	Lynnwood	WA	1,001	10,707
Boro Manhttn CC-CUNY	New York	NY	936	15,020
Los Angeles City C	Los Angeles	CA	835	15,401
Mt San Antonio C	Walnut	CA	790	23,000
Pasadena City C	Pasadena	CA	706	21,002
Houston CC	Houston	TX	674	14,533
Seattle Central CC	Seattle	WA	672	11,500
Broward CC	Fort Lauderdale	CA	663	30,175
City C San Fran	San Francisco	CA	640	29,924
Pima CC	Tucson	AZ	616	30,145
Foothill C	Los Altos	CA	607	20,600
Delgado CC	New Orleans	LA	588	14,938
East Los Angeles C	Monterey Park	CA	577	12,963
Orange Coast C	Costa Mesa	CA	576	23,000
Grossmont C	El Cajon	CA	516	15,000
Collin County CC	Mc Kinney	TX	498	9,865
Montgomery C-Takoma	Takoma Park	MD	494	4,328
Glendale CC	Glendale	CA	460	11,836
Santa Barbara City C	Santa Barbara	CA	453	11,700
Salt Lake CC	Salt Lake City	UT	447	15,862

- A relatively small number of large institutions hosts almost half of all international students studying in the United States. The international presence varies widely from institution to institution. The share of total enrollment held by international students ranges from 2.6% at Montgomery College in Rockville MD, to almost half at the Academy of Art College in San Francisco with an average of 9.7% among institutions which enroll more than 1,000 foreign students. When considering this list, it is important to keep in mind that meaningful comparisons are possible only for institutions with similar missions. Furthermore, successful international programs depend less on numbers than on the extent to which the international dimension is woven throughout the mission of the institutions. Given appropriate planning and support, international students can be an important resource to an institution.

9.6

INSTITUTIONS WITH 1,000 OR MORE FOREIGN STUDENTS, 1994/95, RANKED BY FOREIGN STUDENT TOTALS

Rank	Institution	City	State	Total Foreign Students	Total Enrollment	Foreign Student % of Enrollment
1	Boston U	Boston	MA	4,734	28,664	16.5
	U Southern CA	Los Angeles	CA	4,259	27,465	15.5
	U Wisconsin-Madison	Madison	WI	3,964	40,305	9.8
	N Y U	New York	NY	3,832	35,410	10.8
	Ohio St U	Columbus	OH	3,760	49,542	7.6
	U Texas-Austin	Austin	TX	3,753	49,617	7.6
	Columbia U	New York	NY	3,644	19,547	18.6
	Harvard U	Cambridge	MA	3,410	18,100	18.8
	U Pennsylvania	Philadelphia	PA	3,168	20,130	15.7
10	U Illinois-Urbana-Ch	Champaign	IL	3,064	36,191	8.5
	U Michigan-Ann Arbor	Ann Arbor	MI	2,748	36,468	7.5
	U Houston	Houston	TX	2,646	32,129	8.2
	Texas A&M U	College Station	TX	2,627	41,171	6.4
	U MN-Twin Cities	Minneapolis	MN	2,606	36,699	7.1
	George Washington U	Washington	DC	2,591	19,298	13.4
	Stanford U	Stanford	CA	2,587	15,175	17.0
	Cornell U	Ithaca	NY	2,567	19,271	13.3
	Iowa State U	Ames	IA	2,495	24,728	10.1
	Southern IL U-Carb	Carbondale	IL	2,485	24,083	10.3
20	U Maryland Coll Park	College Park	MD	2,484	32,493	7.6
	Purdue U	West Lafayette	IN	2,481	34,484	7.2
	Arizona St U	Tempe	AZ	2,473	42,189	5.9
	Michigan St U	East Lansing	MI	2,444	39,743	6.1
	Northeastern U	Boston	MA	2,383	28,154	8.5
	Brigham Young U	Provo	UT	2,367	30,547	7.7
	Rutgers, U College	New Brunswick	NJ	2,335	33,583	7.0
	Indiana U Bloomington	Bloomington	IN	2,287	35,594	6.4
	U Arizona	Tucson	AZ	2,265	33,730	6.7
	Santa Monica C	Santa Monica	CA	2,229	22,031	10.1
30	Northern Virginia CC	Annandale	VA	2,191	35,195	6.2
	Penn St U-Univ Park	University Park	PA	2,163	38,864	5.6
	M I T	Cambridge	MA	2,148	9,774	22.0
	Wayne St U	Detroit	MI	2,139	32,908	6.5
	U Hawaii-Manoa	Honolulu	HI	2,068	18,847	11.0
	City C-CUNY	New York	NY	2,065	12,443	16.6
	U Florida	Gainesville	FL	2,053	37,678	5.4
	U CA-Berkeley	Berkeley	CA	2,044	30,341	6.7
	U Kansas	Lawrence	KS	2,004	29,161	6.9

9.6 (cont.)

INSTITUTIONS WITH 1,000 OR MORE FOREIGN STUDENTS, 1994/95

Rank	Institution	City	State	Total Foreign Students	Total Enrollment	Foreign Student % of Enrollment
	U Missouri-Columbia	Columbia	MO	1,978	22,136	8.9
40	Hawaii Pacific U	Honolulu	HI	1,978	7,910	25.0
	Florida Intl U	Miami	FL	1,958	23,842	8.2
	Oklahoma St U	Stillwater	OK	1,922	17,755	10.8
	SUNY-Buffalo	Buffalo	NY	1,910	25,362	7.5
	Louisiana St U & A&M	Baton Rouge	LA	1,854	25,282	7.3
	U MA-Amherst	Amherst	MA	1,838	23,635	7.8
	Temple U	Philadelphia	PA	1,827	30,530	6.0
	U Miami	Coral Gables	FL	1,824	14,184	12.9
	U Washington	Seattle	WA	1,773	33,719	5.3
	U Oklahoma	Norman	OK	1,750	19,683	8.9
50	U Iowa	Iowa City	IA	1,739	26,932	6.5
	Western Michigan U	Kalamazoo	MI	1,739	26,555	6.5
	U Illinois-Chicago	Chicago	IL	1,734	24,865	7.0
	U Utah	Salt Lake City	UT	1,699	24,311	7.0
	U Calif LA	Los Angeles	CA	1,668	34,447	4.8
	Baruch C-CUNY	New York	NY	1,668	15,851	10.5
	Syracuse U	Syracuse	NY	1,663	15,910	10.5
	U Oregon	Eugene	OR	1,621	17,983	9.0
	U Georgia	Athens	GA	1,583	28,395	5.6
	U Texas El Paso	El Paso	TX	1,582	17,188	9.2
60	Wichita St U	Wichita	KS	1,568	14,558	10.8
	U Pittsburgh	Pittsburgh	PA	1,562	26,328	5.9
	American U	Washington	DC	1,562	11,310	13.8
	U Chicago	Chicago	IL	1,548	11,825	13.1
	SUNY-Stony Brook	Stony Brook	NY	1,506	15,647	9.6
	U Kentucky	Lexington	KY	1,503	24,288	6.2
	Northwestern U	Evanston	IL	1,501	13,946	10.8
	U Nebraska-Lincoln	Lincoln	NE	1,476	24,620	6.0
	Virginia Poly Inst	Blacksburg	VA	1,439	23,484	6.1
	Oregon St U	Corvallis	OR	1,430	15,974	9.0
70	Washington St U	Pullman	WA	1,403	16,200	8.7
	Carnegie Mellon U	Pittsburgh	PA	1,396	7,200	19.4
	Montgomery C-Rockville	Rockville	MD	1,378	13,953	9.9
	Miami-Dade CC	Miami	FL	1,375	52,430	2.6
	Georgetown U	Washington	DC	1,356	13,330	10.2
	U Texas-Arlington	Arlington	TX	1,349	23,280	5.8
	Yale U	New Haven	CT	1,340	10,998	12.2

9.6 (cont.)

INSTITUTIONS WITH 1,000 OR MORE FOREIGN STUDENTS, 1994/95

Rank	Institution	City	State	Total Foreign Students	Total Enrollment	Foreign Student % of Enrollment
	U Toledo	Toledo	OH	1,323	24,771	5.3
	U CT	Storrs	CT	1,283	26,443	4.9
	U Delaware	Newark	DE	1,267	20,868	6.1
80	New School Soc Research	New York	NY	1,250	6,225	20.1
	U Cincinnati	Cincinnati	OH	1,239	34,526	3.6
	Drexel U	Philadelphia	PA	1,229	11,927	10.3
	Oklahoma City U	Oklahoma	OK	1,228	4,313	28.5
	Kansas St U	Manhattan	KS	1,222	21,137	5.8
	U Rochester	Rochester	NY	1,217	8,377	14.5
	NY Inst Tech Campuses	Old Westbury	NY	1,167	9,844	11.9
	Academy of Art C	San Francisco	CA	1,164	2,700	43.1
	U Central Oklahoma	Edmond	OK	1,160	14,378	8.1
	Case Western Reserve U	Cleveland	OH	1,157	9,569	12.1
90	U CA-Irvine	Irvine	CA	1,151	18,245	6.3
	U North Texas	Denton	TX	1,151	25,759	4.5
	Brown U	Providence	RI	1,146	7,793	14.7
	Georgia Inst Tech	Atlanta	GA	1,129	12,345	9.1
	Ohio U	Athens	OH	1,128	19,461	5.8
	Eastern Michigan U	Ypsilanti	MI	1,121	23,321	4.8
	North Carolina St U	Raleigh	NC	1,118	27,156	4.1
	U Colorado-Boulder	Boulder	CO	1,117	25,089	4.5
	U South Carolina	Columbia	SC	1,113	26,133	4.3
	St Louis U	Saint Louis	MO	1,103	11,325	9.7
100	U CA-San Diego	La Jolla	CA	1,059	17,776	6.0
	Utah St U	Logan	UT	1,041	13,719	7.6
	LaGuardia CC-CUNY	Long Island City	NY	1,033	10,592	9.8
	San Francisco St U	San Francisco	CA	1,028	26,260	3.9
	Edmonds CC	Lynnwood	WA	1,001	10,707	9.3
	Illinois Inst Tech	Chicago	IL	1,000	7,027	14.2

TOTAL INSTITUTIONS= 105

10

Academic and Personal Characteristics of Foreign Students

ACADEMIC/PERSONAL

- Perhaps the most basic things that any academic person needs to know about a teaching situation are who your students are, what their background is, what they are studying and at what level. This section is concerned with these questions. The first of the three major parts of this section addresses the fields of study chosen by foreign students. For many years foreign students have been an important part of U.S. academic life in many disciplines, especially in science and engineering. Recently a shift away from these areas toward study in business and other non-traditional fields has been underway. These enrollments by field of study are then broken down by college and university type (that is, by Carnegie Classification). Data on foreign student enrollments by discipline is analyzed to show the relationship between institutional type and the academic fields chosen by foreign students.
- The second part of this section focuses on foreign student enrollments by academic level. In Section 4 academic level was examined by nationality. In this section data is examined for trends over time and according to the personal characteristics of foreign students.
- Finally, the third part of this section describes the foreign student population by sex, marital status, enrollment status and visa status. Data for the 1994/95 academic year is presented along with an analysis of trends over time.

Field of Study

- There is striking change in the fields chosen by international students in 1994/95. This year enrollments have increased in fields not traditionally selected by overseas students. Notable is the 9.1% increase in education, and an overall 15.4% increase in "other" fields such as liberal studies (with a 25.7% increase) and communications (with a 6.6% increase). In contrast, enrollments have dropped in mathematics and computer sciences (-3.4%), engineering (-4.3%) and the physical and life sciences (-8.2%). Business enrollments have increased moderately by 4.8%. The engineering disciplines and the sciences have historically been the major areas of choice among international students, especially among those from the developing nations of Asia.

- Despite the changes noted above, business and management continues to be the most popular field of study among foreign students this year. Numbering over 91,000, foreign students concentrating in business fields make up just over 20% of the entire foreign student population. Engineering, the second most popular field, enrolls 72,797, or just over 16%.

- Enrollments in the physical and life sciences total 36,380 (8.0%), with math and computer sciences enrolling a similar amount (34,937 or 7.7%). "Other" fields (liberal arts, law, communications, etc.) enroll 45,720 students, about 10% of all international students.

10.0

FOREIGN STUDENTS BY FIELD OF STUDY, 1993/94 - 1994/95

	1993/94			1994/95		
Field of Study	**Foreign Students**	**% of Total**	**% Change**	**Foreign Students**	**% of Total**	**% Change**
Agriculture, Total	**9,361**	**2.1**	**4.5**	**8,901**	**2.0**	**-4.9**
Agricultural Sciences	5,227	1.2	-2.5	5,348	1.2	**2.3**
Agribusiness & Agricultural Production	2,233	0.5	10.0	1,768	0.4	**-20.8**
Conservation & Renewable Natural Resources	1,902	0.4	21.1	1,786	0.4	**-6.1**
Business & Management, Total	**87,268**	**19.4**	**-1.0**	**91,427**	**20.2**	**4.8**
Business & Management, General	82,331	18.3	1.8	85,422	18.9	**3.8**
Marketing & Distribution	4,147	0.9	59.5	5,318	1.2	**28.2**
Consumer, Personal & Misc Services	790	0.2	16.1	686	0.2	**-13.2**
Education	**13,657**	**3.0**	**12.3**	**14,894**	**3.3**	**9.1**
Engineering, Total	**76,055**	**16.9**	**-1.6**	**72,797**	**16.1**	**-4.3**
Engineering, General	69,885	15.5	0.6	65,824	14.5	**-5.8**
Engineering-Related Technologies	4,708	1.0	-26.4	5,182	1.1	**10.1**
Transportation & Material Moving	863	0.2	6.6	852	0.2	**-1.3**
Mechanics & Repairers	292	0.1	0.8	377	0.1	**29.1**
Construction Trades	150	0.0	-6.3	311	0.1	**107.3**
Precision Production	156	0.0	20.1	252	0.1	**61.5**

10.0 (cont.)

FOREIGN STUDENTS BY FIELD OF STUDY, 1993/94 - 1994/95

Field of Study	1993/94 Foreign Students	1993/94 % of Total	1993/94 % Change	1994/95 Foreign Students	1994/95 % of Total	1994/95 % Change
Fine & Applied Arts, Total	**24,097**	**5.4**	**6.9**	**23,389**	**5.2**	**-2.9**
Visual & Performing Arts	18,150	4.0	10.5	17,655	3.9	-2.7
Architecture & Environmental Design	5,946	1.3	5.4	5,735	1.3	-3.5
Health Professions	**19,786**	**4.4**	**8.8**	**20,728**	**4.6**	**4.8**
Humanities, Total	**17,007**	**3.8**	**1.2**	**16,775**	**3.7**	**-1.4**
Letters	6,224	1.4	-4.8	5,923	1.3	-4.8
Foreign Languages	4,832	1.1	8.8	4,676	1.0	-3.2
Theology	4,087	0.9	7.6	4,339	1.0	6.2
Philosophy & Religion	1,864	0.4	-7.7	1,837	0.4	-1.4
Math & Computer Sciences, Total	**36,153**	**8.0**	**-2.2**	**34,937**	**7.7**	**-3.4**
Computer & Information Sciences	27,225	6.1	-3.6	26,814	5.9	-1.5
Mathematics	8,928	2.0	2.3	8,123	1.8	-9.0
Physical & Life Sciences, Total	**39,614**	**8.8**	**0.3**	**36,380**	**8.0**	**-8.2**
Physical Sciences	20,462	4.5	-7.2	18,144	4.0	-11.3
Life Sciences	18,124	4.0	9.8	17,421	3.8	-3.9
Science Technologies	1,028	0.2	10.6	815	0.2	-20.7
Social Sciences, Total	**35,752**	**7.9**	**7.5**	**36,075**	**8.0**	**0.9**
Social Sciences, General	23,164	5.2	2.0	22,897	5.1	-1.2
Psychology	5,614	1.2	5.7	6,000	1.3	6.9
Public Affairs	3,467	0.8	17.9	3,103	0.7	-10.5
Area & Ethnic Studies	1,606	0.4	7.8	1,861	0.4	15.9
Protective Services	521	0.1	-1.7	545	0.1	4.6
Parks & Recreation	1,379	0.3	392.7	1,670	0.4	21.1
Other, Total	**39,613**	**8.8**	**1.4**	**45,720**	**10.1**	**15.4**
Liberal/General Studies	20,213	4.5	5.8	25,404	5.6	25.7
Communications	8,734	1.9	6.8	9,311	2.1	6.6
Law	3,084	0.7	12.5	3,453	0.8	12.0
Multi/Interdisciplinary Studies	2,963	0.7	17.6	3,038	0.7	2.5
Home Economics	2,570	0.6	14.7	2,392	0.5	-6.9
Library & Archival Sciences	670	0.1	3.0	640	0.1	-4.5
Vocational Home Economics	625	0.1	-0.8	607	0.1	-2.9
Communication Technologies	678	0.2	65.5	678	0.1	0.0
Military Technologies	76	-	-	198	0.0	160.5
Intensive English	**17,154**	**3.8**	**-2.8**	**19,222**	**4.2**	**12.1**
Undeclared	**34,209**	**7.6**	**21.6**	**31,392**	**6.9**	**-8.2**
TOTAL	**449,750**	**100.0**	**2.5**	**452,635**	**100.0**	**0.6**

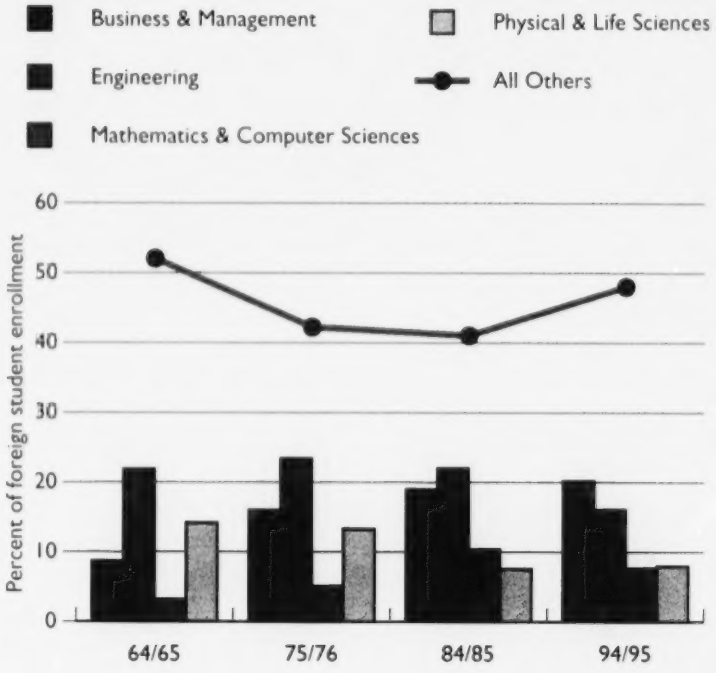
- Engineering, the favored field among foreign students throughout much of the history of the Census, has experienced greatly decelerated growth in recent years and is now second to business in popularity. In the late 1980s and early 1990s the average rate of growth in engineering enrollments was less than 1%, while during that same period business and management enrollments grew at a rate of 10% a year.

- While math and computer sciences continues to draw a sizable 7.7% of the international student body, growth in this field has fallen off in recent years. In the early 1980s the average yearly rate of growth was 16%. In the latter part of that decade, however, math and computer sciences was averaging only a 1% yearly increase. During the same period, demand for physical and life science fields went up significantly. In the latter part of the 1980s, the average yearly rate of growth of physical and life sciences was 7%.

- Over the past two decades the popularity of the humanities has declined considerably. In 1965 it was the third most popular field, enrolling nearly 15% of all international students. By the mid-1970s, however, it drew only about 8%, and from the mid-1980s it has had less than 4% of foreign students.

10.a

FOREIGN STUDENTS IN SELECTED YEARS, 1964/65 -1994/95
Over the last three decades the number of international students in business fields has increased thirteen fold.



10.1

FOREIGN STUDENTS BY MAJOR FIELDS, SELECTED YEARS

1964/65

Field of Study	Foreign Students	% of Total
Agriculture	3,211	3.9
Business & Management	7,116	8.7
Education	3,999	4.9
Engineering	18,084	21.9
Fine & Applied Arts	3,946	4.8
Health Sciences	4,918	6.0
Humanities	12,137	14.7
Math & Computer Sciences	2,670	3.2
Physical & Life Sciences	11,731	14.2
Social Sciences	12,607	15.3
Other	607	0.7
Intensive English Language	—	—
Undeclared	—	—
TOTAL	**82,045**	**98.3**

1975/76

Field of Study	Foreign Students	% of Total
Agriculture	5,270	2.9
Business & Management	28,670	16.0
Education	9,790	5.5
Engineering	42,000	23.4
Fine & Applied Arts	8,320	4.6
Health Sciences	7,180	4.0
Humanities	15,030	8.4
Math & Computer Sciences	9,060	5.1
Physical & Life Sciences	23,910	13.3
Social Sciences	20,730	11.6
Other	9,380	5.2
Intensive English Language	—	—
Undeclared	—	—
TOTAL	**179,340**	**100.0**

1984/85

Field of Study	Foreign Students	% of Total
Agriculture	7,540	2.2
Business & Management	64,930	19.0
Education	12,140	3.6
Engineering	75,370	22.0
Fine & Applied Arts	15,900	4.7
Health Sciences	13,410	3.9
Humanities	13,030	3.8
Math & Computer Sciences	35,630	10.4
Physical & Life Sciences	25,960	7.6
Social Sciences	25,000	7.3
Other	22,250	6.5
Intensive English Language	11,010	3.2
Undeclared	19,940	5.8
TOTAL	**342,110**	**100.0**

1994/95

Field of Study	Foreign Students	% of Total
Agriculture	8,901	2.0
Business & Management	91,427	20.2
Education	14,894	3.3
Engineering	72,797	16.1
Fine & Applied Arts	23,389	5.2
Health Professions	20,728	4.6
Humanities	16,775	3.7
Math & Computer Sciences	34,937	7.7
Physical & Life Sciences	36,380	8.0
Social Sciences	36,075	8.0
Other	45,720	10.1
Intensive English Language	19,222	4.2
Undeclared	31,392	6.9
TOTAL	**452,635**	**100.0**

10.2

FIELDS OF STUDY BY INSTITUTION TYPE, 1994/95

Engineering now trails behind business in popularity at all but the research institutions.

TYPE OF INSTITUTION

Research Institutions	% Enrollment
Engineering	22.7
Business & Management	13.5
Physical & Life Sciences	11.1
Social Sciences	9.3
Other	8.6
Math & Computer Sciences	7.1
Undeclared	5.8
Health Professions	4.2
Fine & Applied Arts	4.1
Education	3.5
Intensive English	3.5
Agriculture	3.4
Humanities	3.3

Liberal Arts Institutions	% Enrollment
Business & Management	18.8
Undeclared	18.6
Other	11.7
Social Sciences	11.1
Physical & Life Sciences	6.6
Humanities	5.5
Intensive English	5.5
Math & Computer Sciences	5.3
Education	4.5
Health Professions	4.5
Engineering	3.9
Fine & Applied Arts	3.5
Agriculture	0.4

Doctoral Institutions	% Enrollment
Business & Management	23.7
Engineering	19.8
Math & Computer Sciences	9.4
Social Sciences	8.8
Physical & Life Sciences	8.6
Other	7.1
Undeclared	6.1
Humanities	3.4
Fine & Applied Arts	3.2
Intensive English	3.2
Education	3.0
Health Professions	3.0
Agriculture	0.7

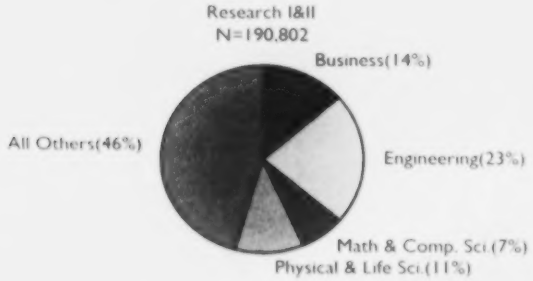
Community & Technical Colleges	% Enrollment
Business & Management	24.1
Other	22.9
Undeclared	8.3
Engineering	7.8
Intensive English	7.5
Math & Computer Sciences	7.2
Health Professions	6.3
Fine & Applied Arts	5.7
Social Sciences	3.3
Physical & Life Sciences	2.6
Education	1.6
Humanities	1.5
Agriculture	1.1

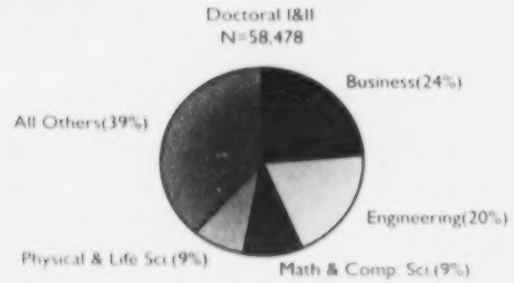
Master's Institutions	% Enrollment
Business & Management	31.1
Math & Computer Sciences	10.0
Engineering	9.1
Other	8.8
Social Sciences	7.3
Undeclared	7.2
Intensive English	5.4
Physical & Life Sciences	5.1
Education	4.5
Fine & Applied Arts	4.0
Health Professions	3.9
Humanities	2.6
Agriculture	1.0

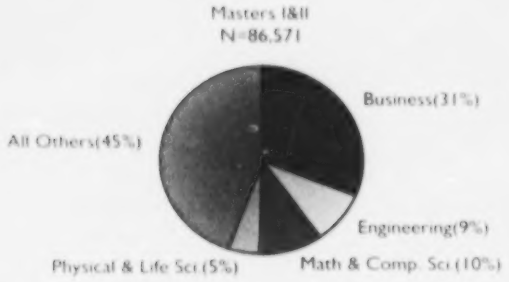
10.b

FIELDS OF STUDY BY CARNEGIE TYPE, 1994/95

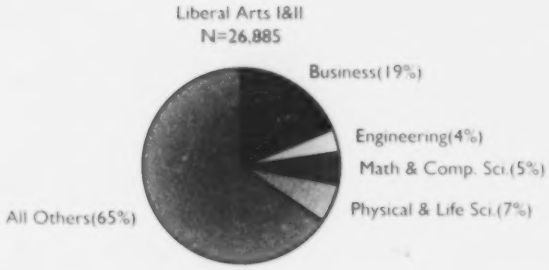
Engineering is the top choice of foreign students at research universities. At doctoral, master's and baccalaureate institutions, business is selected most often.

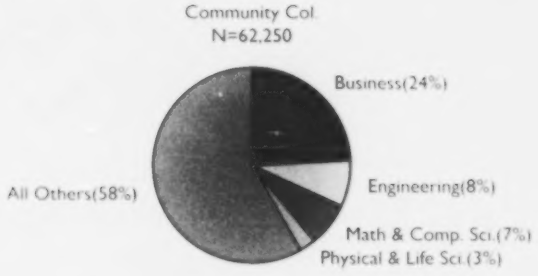






- For foreign students studying at research institutions, engineering (22.7%) is the field of study of choice. At these institutions majors in business (13.5%) and in the physical and life sciences (11.1%) have comparable levels of enrollments.
- At doctoral institutions, business (23.7%) is the preferred major, followed by engineering (19.8%). At institutions of this type, the fewest students are enrolled in fields other than business, engineering and the sciences.
- Master's degree institutions have the highest proportion of students studying business (31.1%). At baccalaureate institutions business (18.8%) is similarly the preferred field. Community colleges have the largest proportion of students studying in other areas (22.9%).





Academic Level

- The 221,500 students at the undergraduate level, including both associate and bachelor's degree programs, account for about half (48.9%) of the entire foreign student population, while the 191,738 graduate students account for 42.4%. The 39,396 "other" students, including those enrolled in practical training, nondegree and intensive English programs, total 8.7%.

10.3

ACADEMIC LEVEL, 1993/94 - 1994/95

	1993/94			1994/95		
Academic Level	**Foreign Students**	**% of Total**	**% Change**	**Foreign Students**	**% of Total**	**% Change**
Associate	**46,260**	**10.3**	**-6.5**	**51,823**	**11.4**	**12.0**
Bachelor's	**167,350**	**37.2**	**4.2**	**169,677**	**37.5**	**1.4**
Freshman	33,200	7.4	-1.1	34,314	7.6	**3.4**
Sophomore	27,730	6.2	6.5	27,379	6.0	**-1.3**
Junior	31,750	7.1	8.6	33,249	7.3	**4.7**
Senior	37,640	8.4	5.9	40,126	8.9	**6.6**
Unspecified	37,030	8.2	2.2	34,609	7.6	**-6.5**
Graduate	**201,030**	**44.7**	**4.0**	**191,738**	**42.4**	**-4.6**
Master's	99,630	22.2	9.5	94,250	20.8	**-5.4**
Doctoral	70,260	15.6	4.4	67,586	14.9	**-3.8**
Professional Training	5,790	1.3	-21.7	6,404	1.4	**10.6**
Unspecified	25,350	5.6	-8.3	23,498	5.2	**-7.3**
Other	**35,110**	**7.8**	**-0.3**	**39,396**	**8.7**	**12.2**
Practical Training	11,430	2.5	3.8	13,208	2.9	**15.6**
Nondegree	9,400	2.1	-4.0	9,981	2.2	**6.2**
Intensive English	14,280	3.2	-0.9	16,207	3.6	**13.5**
TOTAL	**449,750**	**100.0**	**2.5**	**452,635**	**100.0**	**0.6**

- The rate of increase in undergraduate enrollments is down to about 1% from last year's 4.2% increase. At the graduate level the number of foreign students has decreased by 4.6% from last year's total.
- While foreign undergraduates have always outnumbered graduates, the discrepancy was much larger in the past. In the 1950s the percentage of graduate students (35%) was much lower. In the 1960s and 1970s the graduate-to-undergraduate ratio was more even, but in the following decade it again tilted strongly in favor of undergraduates. The pattern was changed again in the mid-1980s, when the graduate and undergraduate proportions again approached parity. It remains to be seen if this year's drop in graduate enrollments will continue or is simply a single year occurrence. This decrease in graduate enrollments has surely been affected by the previously noted drops in enrollments from Asia, and especially from China. Students from this area are heavily enrolled at the graduate level.

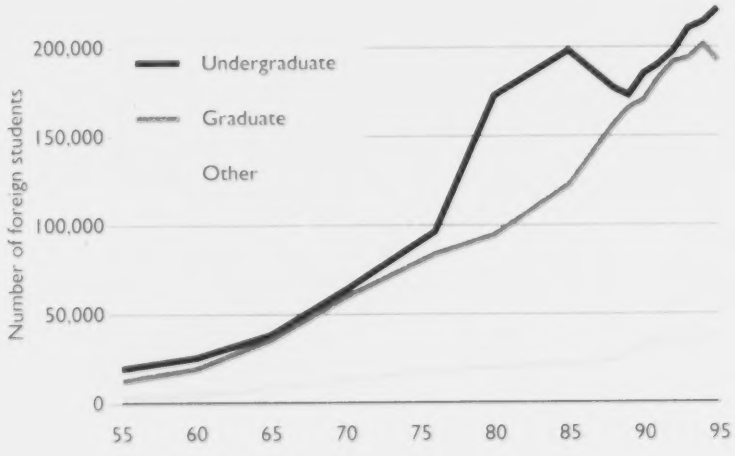
10.4

FOREIGN STUDENTS BY ACADEMIC LEVEL, SELECTED YEARS 1954/55 - 1994/95

Year	Under-Graduate	Graduate	Other
1954/55	19,101	12,118	3,012
1959/60	25,164	18,910	4,412
1964/65	38,130	35,096	8,774
1969/70	63,296	59,112	12,551
1975/76	95,949	83,395	18,073
1979/80	172,378	94,207	19,758
1984/85	197,741	122,476	21,895
1987/88	176,669	156,366	23,152
1988/89	172,551	165,590	28,209
1989/90	184,527	169,827	32,495
1990/91	189,900	182,130	35,500
1991/92	197,070	191,330	31,190
1992/93	210,080	193,330	35,210
1993/94	213,610	201,030	35,110
1994/95	221,500	191,738	39,396

10.c

FOREIGN STUDENTS BY ACADEMIC LEVEL, SELECTED YEARS 1954/55 - 1994/95



10.5

PERSONAL AND ACADEMIC CHARACTERISTICS BY ACADEMIC LEVEL, 1994/95

Characteristic	Under-Graduate	Graduate	Other
Sex			
Male	57.0	66.5	57.6
Female	43.0	33.5	42.4
Marital Status			
Single	94.0	71.9	86.8
Married	6.0	28.1	13.2
Enrollment Status			
Full-time	89.7	85.6	84.4
Part-time	10.3	14.4	15.6
Visa Type			
F Visa	89.0	83.9	80.8
J Visa	3.8	11.1	12.4
M Visa	0.2	0.0	0.2
Other Visa	7.0	5.1	6.7
Primary Source of Funds			
Personal & Family	81.2	46.9	65.3
U.S. College or University	7.1	35.0	5.0
Home Govt/University	4.8	6.4	4.4
Current Employment	0.5	1.6	18.9
U.S. Private Sponsor	2.5	1.9	1.6
Foreign Private Sponsor	1.9	3.7	2.1
U.S. Government	0.9	1.8	1.3
International Organization	0.2	0.8	0.7
Other	0.9	1.9	0.7
Field of Study			
Agriculture	0.9	3.5	0.5
Business & Management	25.7	16.6	9.8
Education	2.3	4.8	3.6
Engineering	13.1	21.5	5.0
Fine & Applied Arts	6.4	4.3	2.0
Health Professions	4.5	4.9	4.1
Humanities	2.4	5.7	2.0
Math & Computer Sciences	7.1	9.3	3.4
Physical & Life Sciences	4.7	12.9	2.8
Social Sciences	7.6	9.5	2.4
Other	14.0	5.0	5.0
Intensive English	0.4	0.1	48.5
Undeclared	10.8	1.6	10.8
Number of Students	**221,500**	**191,738**	**39,396**

- The adjoining table presents separate profiles of foreign undergraduate and graduate students, as well as students enrolled in other programs such as practical training and intensive English.
- In general, undergraduates are largely male, single and full-time students who are self-financed. Their major field of study is likely to be business and management. Graduate students are even more likely to be male than female. Graduate students are also primarily full-time students who are slightly more likely to be self-financed than they are to receive support from their host college or university. Unlike their undergraduate counterparts, they are most likely to be enrolled in engineering programs, followed by business and the physical and life sciences. Foreign students in the "other" category of academic level are the most likely to be enrolled part-time. They are also the most likely to receive financial support from current employment. Students in this category are overwhelmingly enrolled in intensive English language programs.
- International students pursuing studies on a full-time basis continue to greatly outnumber those studying part-time, as is evident in Table 10.5. This is not surprising, given the fact that full-time enrollment in most cases is required in order for a foreign student to remain in the United States.

Personal Characteristics

- Since the inception of the Census in 1949, male foreign students have consistently outnumbered female students; both the number and proportion of female international students, however, is rising steadily. A total of 176,980 women, 39.1% of all international students, were studying in the United States in 1994/95.
- An examination of Table 10.6 shows that an overwhelming majority of the international students in this country are single. More than eight out of ten (83.4%) are in this category, slightly more than in the previous year.

10.6

PERSONAL CHARACTERISTICS, SELECTED YEARS 1976/77 - 1994/95

Year	% Male	% Female	% Single	% F Visa	% J Visa	% Other	% Refugee	Foreign Students
76/77	69.2	30.8	73.7	75.0	10.4	7.3	7.3	203,068
77/78	75.0	25.0	77.4	78.8	9.3	6.9	5.0	235,509
78/79	74.1	25.9	74.7	80.7	9.8	5.7	3.8	263,938
79/80	72.4	27.6	78.6	82.0	7.6	6.4	4.0	286,343
80/81	71.7	28.3	80.1	82.9	6.7	5.6	4.8	311,882
81/82	71.0	29.0	79.3	84.3	6.8	4.9	4.0	326,299
82/83	70.9	29.1	80.1	84.0	7.2	5.2	3.6	336,985
83/84	70.6	29.4	80.1	83.2	8.2	5.2	3.4	338,894
84/85	69.8	30.2	80.4	83.5	8.4	5.1	3.0	342,113
85/86	70.7	29.3	80.0	81.5	9.2	5.7	3.6	343,777
86/87	68.9	31.1	79.7	81.0	11.0	5.2	2.8	349,609
87/88	67.7	32.3	79.8	79.4	12.1	6.1	2.3	356,187
88/89	66.5	33.5	80.9	79.0	12.5	6.5	2.0	366,354
89/90	66.1	33.9	80.1	78.5	12.7	6.4	2.4	386,851
90/91	64.0	36.0	78.5	80.6	11.0	6.4	2.0	407,529
91/92	63.7	36.3	80.7	84.6	9.5	6.0		419,585
92/93	63.0	37.0	82.5	85.5	8.5	6.1		438,618
93/94	62.1	37.9	83.1	86.4	7.7	5.9		449,749
94/95	60.9	39.1	83.4	85.8	7.7	6.4		452,635

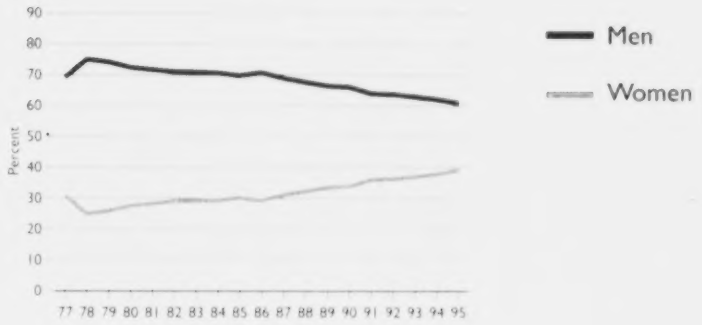
No longer included in the census after 1990-91

- Female representation in the international student body has traditionally been low. In the 1950s, fewer than one-fourth of the foreign students were women (23%), and by the end of that decade that proportion had fallen to a record low of 22%. By the latter half of the 1960s, however, the proportion of women had begun to rise and in 1969 was back up to nearly one-fourth of the international population. Since that time their proportion has risen steadily.

- The vast majority of foreign students (85.8%) hold F visas, which are temporary visas granted to citizens of foreign countries for full-time study in U.S. institutions of higher education. Students with J visas, the visas granted to exchange visitors, make up the second largest group, accounting for 7.7%. A rather small percentage (6.4%) hold other types of visas. (Definitions of the various types of visas appear in Section 14 of this publication.)

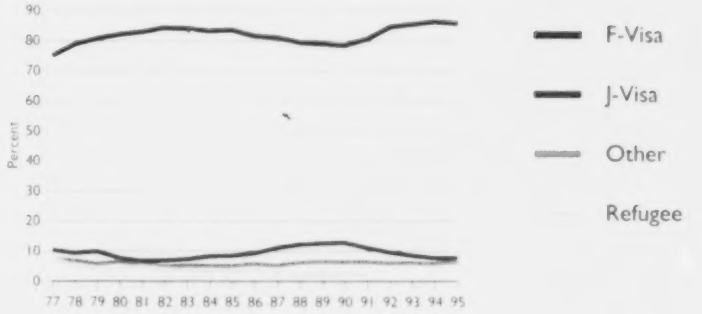
10.d

DISTRIBUTION BY SEX, 1977/78 - 1994/95



10.e

VISA STATUS, 1977/78 - 1994/95



11

INTENSIVE ENGLISH PROGRAMS

Foreign Students in Intensive English Programs

International students enrolled in Intensive English Programs (IEPs) are an important component of the foreign student population in the United States. Successful academic performance at a college or university requires advanced proficiency in the English language as well as significant cultural navigation skills. To acquire or improve English language skills, foreign students will often enroll in IEPs. Most IEPs are sponsored by colleges and universities and are administered either as academic units of the college or as autonomous administrative units operating on a campus or under a college's name. Many other programs are private and are independent of any college or university.

Whether these programs are university-affiliated or private, they are designed to provide foreign nationals with the tools to compete successfully in U.S. academic settings. They do not serve the survival needs of refugees or recent immigrants or the remedial English language needs of U.S. citizens and permanent residents. While campus-based IEPs have much in common with conventional continuing education programs, they also face particular challenges. These may include a lack of support from the rest of the college faculty, an over-reliance on part-time positions and negative attitudes towards ESL students. Despite these concerns IEPs are integral parts of the higher education system and provide an attractive gateway into the academy for tens of thousands of international students each year.

The services these programs offer include testing and placement, orientation, foreign student counseling, a curriculum that makes use of language learning technology and cultural enrichment activities. Recent research suggests that these programs typically have high retention rates and are generally successful in helping students to qualify for mainstream higher education placements. Because these programs are an established feature in higher education, whether institutionally affiliated or private, issues of program administration, quality, integrity and outcome must continue to be addressed to ensure that IEPs continue to provide a high quality educational experience to their students.

- In the period between 1979 and 1982 the reported number of students enrolled in IEPs rose rapidly. This apparent increase was due in part to the addition of new programs to the IIE survey. Rapidly growing enrollments from Latin America and Asia, however, also contributed to the rise in IEP attendance.
- Shortly after the 1981/82 peak, IEP numbers fell off substantially, although the number of programs surveyed was increasing. During this period declining numbers of Latin Americans in IEPs and, in 1985/86, a drop in the numbers from most regions of the world were noted.
- Since that time, however, the numbers have slowly risen to the levels of the early 1980s, and this year over 43,000 foreign students are currently enrolled in IEPs. The near-doubling of enrollments in these programs, from 24,000 in the mid-1980s to this year's total, represents a remarkable increase when placed in the context of generally stable enrollments in other sectors of the U.S. higher education system.

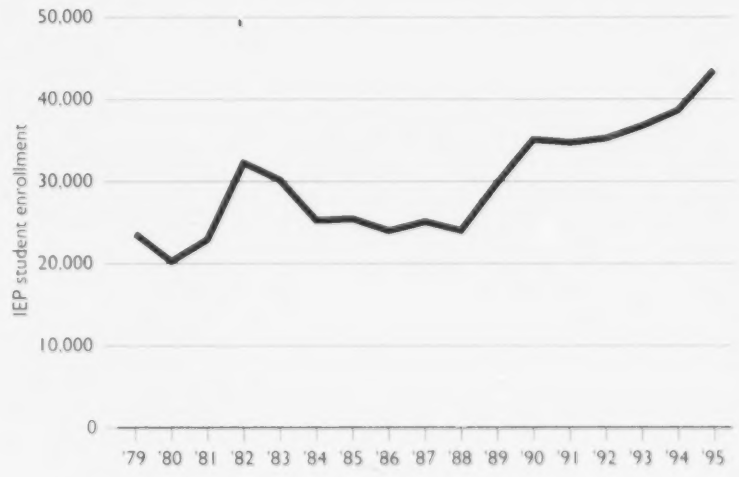
11.0

TOTAL FOREIGN STUDENT ENROLLMENTS IN INTENSIVE ENGLISH PROGRAMS, 1978/79 - 1994/95

Year	Foreign IEP Students	Number of Programs
1978/79	23,607	163
1979/80	20,243	190
1980/81	22,897	238
1981/82	32,224	305
1982/83	30,135	314
1983/84	25,246	308
1984/85	25,414	352
1985/86	23,956	337
1986/87	25,044	306
1987/88	23,965	291
1988/89	29,747	306
1989/90	35,036	355
1990/91	34,703	341
1991/92	35,220	353
1992/93	36,712	388
1993/94	38,606	488
1994/95	43,522	494

11.a

RISING IEP ENROLLMENTS



11.1

LEADING PLACES OF ORIGIN OF IEP STUDENTS

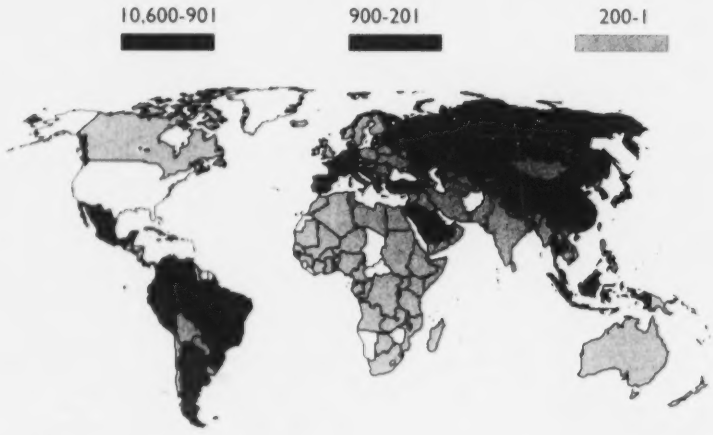
Locality	1993/94	1994/95	% Change	% of IEP Total
Japan	9,997	10,624	6.3	24.4
Korea, Rep of	6,241	7,771	24.5	17.9
Taiwan	2,749	2,735	-0.5	6.3
Mexico	1,526	2,265	48.4	5.2
Thailand	1,663	1,883	13.2	4.3
Brazil	796	1,255	57.7	2.9
Saudi Arabia	1,078	1,168	8.3	2.7
Venezuela	1,306	1,097	-16.0	2.5
Colombia	643	982	52.7	2.3
France	621	901	45.1	2.1

■ The leading home places of IEP students are Japan (24.4%), the Republic of Korea (17.9%), Taiwan (6.3%), Mexico (5.2%), Thailand (4.3%), Brazil (2.9%) and Saudi Arabia (2.7%).

- Nearly two-thirds of the 1994/95 students in IEPs are from Asia. This year Asian enrollments have increased, especially those of Korean (up 24%) and Thai students (up 13%). Japanese enrollments are also up, indicating that last year's decline in Japanese enrollments may have resulted in part from short-term adverse reports on the safety of foreign students in the United States. Enrollments from Taiwan continue to decline but at a rate considerably slower than last year's 10% drop.
- Latin American students are the second largest group of IEP students. Significant increases in enrollments from Mexico (48%), Brazil (53%) and Colombia (53%), make these countries important sources of IEP enrollments. Despite a sharp decline (16%) this year, Venezuela still has well over a thousand students in IEPs in the United States and still ranks among the top ten.

11.b

ORIGINS OF IEP STUDENTS IN THE UNITED STATES



11.2

IEP STUDENTS BY REGION AND LEADING PLACE OF ORIGIN, 1993/94 - 1994/95

Locality	1993/94	1994/95	% Change
Africa	**600**	**569**	**-5.2**
North Africa	17	176	0.6
Morocco	8	91	13.8
Egypt	49	35	-28.6
Algeria	16	22	37.5
Sub-Saharan Africa	**423**	**393**	**-7.1**
Senegal	30	45	50.0
Guinea	26	41	57.7
Angola	16	36	125.0
Asia	**23,713**	**26,213**	**10.5**
East Asia	**20,430**	**22,564**	**10.4**
Japan	9,997	10,624	6.3
Korea, Republic of	6,241	7,771	24.5
Taiwan	2,749	2,735	-0.5
South & Central Asia	**292**	**420**	**43.6**
Kazakhstan	22	230	945.5
India	64	43	-32.8
Pakistan	86	39	-54.7
Southeast Asia	**2,991**	**3,229**	**8.0**
Thailand	1,663	1,883	13.2
Indonesia	815	822	0.9
Malaysia	302	256	-15.2

11.2 *(cont.)*

IEP STUDENTS BY REGION AND LEADING PLACE OF ORIGIN, 1993/94 - 1994/95

Locality	1993/94	1994/95	% Change
Europe	**4,405**	**5,460**	**24.0**
Eastern Europe	**928**	**976**	**5.2**
Russia	94	504	436.2
Poland	219	118	-46.1
Hungary	31	60	93.5
Western Europe	**3,476**	**4,484**	**29.0**
France	621	901	45.1
Switzerland	707	885	25.2
Germany	492	757	53.9
Latin America	**5,606**	**7,290**	**30.0**
Caribbean	**131**	**111**	**-15.3**
Dominican Republic	77	52	-32.5
Haiti	29	41	41.4
Martinique	2	7	250.0
Cntrl Amer/Mexico	**1,929**	**2,750**	**42.6**
Mexico	1,526	2,265	48.4
Panama	107	133	24.3
Guatamala	80	93	16.3
South America	**3,546**	**4,429**	**24.9**
Brazil	796	1,255	57.7
Venezuela	1,306	1,097	-16.0
Colombia	643	982	52.7
Middle East	**4,039**	**3,848**	**-4.7**
Saudi Arabia	1,078	1,168	8.3
Turkey	908	756	-16.7
United Arab Emirates	747	668	-10.6
North America	**124**	**21**	**-83.1**
Canada	124	21	-83.1
Oceania	**108**	**103**	**-4.6**
Tonga	28	27	-3.6
Western Samoa	17	20	17.6
French Polynesia	21	19	-9.5
TOTAL	**38,606**	**43,522**	**12.7**

- Europe is an important source of IEP students, as well as foreign student enrollments in general. The increase in enrollments from Russia and Hungary reflects actual increases over last year's totals, in which Russia's figures were included in those of the former Soviet Union.
- Middle Eastern nations with students in IEPs have shown mixed patterns. Growth in Saudi enrollments is accompanied by decreases in enrollments from Turkey and the United Arab Emirates. Saudi Arabia ranks sixth among leading countries of origin of IEP students worldwide.

Present and Future Tense: Intensive English in the U.S.

IAN PALMER
LASPAU

INTENSIVE English Programs (IEPs) are often marginalized in the structure of their host universities and colleges and disparagingly equated with remedial education. Nonetheless, they have never been more important to their host's financial well being and recruitment activity.

From 1984 to 1994 the number of students in Intensive English Programs went from 25,246 to 43,522 — a 72% increase.

There is no general agreement on what constitutes an "intensive" program, although at least four professional organizations in the United States have produced guidelines for operation, rules of ethical conduct, model curricula, and standards for membership or approval by those organizations. The most basic rules are those required by federal law for enrolling foreign students under F-1 immigration status, and some programs bypass even these rules by operating under the umbrella authorization of their university or college. It has taken an immense struggle to produce a consensus that TESOL (Teachers of English to Speakers of Other Languages), the foremost organization of IEP faculty and staff, should act as the accrediting agency for IEPs and offer some leadership in this area. This should make the IEPs more credible to their respective institutions.

But in the meantime look at the numbers. According to *Open Doors*, from 1984 to 1994 the number of students reported in IEPs went from 25,246 to 43,522 (a 72% increase) and the number of IEPs increased from 308 to 494 (a 60% rise). If anything, these numbers are an understatement. Nonetheless the trend is documented, and it has been a long time since any other branch of higher education has increased its head count in ten years by 50%.

While not all of these students are in the United States on F-1 or J-1 status, the vast majority are using personal or family funds to pay their bills (spending at least as much on ancillaries such as housing, food and personal items as they do on tuition), bringing new money into their communities, and learning not only English but also how to adjust to the American higher educational system and how to appreciate American culture.

The numbers also show that the greatest number of IEP students comes

Continued...

Present and Future Tense: Intensive English in the U.S.

...*Continued*

from the Asian countries with booming economies, particularly Japan, Korea, Taiwan and Thailand, with Indonesia also represented. Students from these countries who are academically motivated but lacking in English proficiency see the value of a 6- to 12-month period spent improving their English, making some cultural adjustment and learning the tricks (as they see it) of the TOEFL.

Students from the other parts of the world are important, too, to varying degrees nationwide. Venezuela, one of the largest sources of IEP students in Latin America, sent fewer students due to fiscal and political problems, but other countries of the Americas will pick up the slack as their economies strengthen. The Middle Eastern countries will remain important despite increasing educational opportunities at home.

The United States is facing fierce competition for the lucrative European "vacation English" market from a renewed IEP sector in the United Kingdom, exotic destinations like New Zealand and tourist havens like Malta. At the same time, serious, academically strong students in Europe see their horizons expanded locally by increased possibilities for exchanges within the European Community. As the dollar declines in value against many other currencies, however, students who study English for career and vocational purposes find it all the more affordable to take a study trip to the United States, which is still seen as the capital of world business.

Having discussed the origins of the IEP student population, let us look at the destinations. A successful and thriving IEP can help maintain foreign student enrollment at the host institution, and a large IEP can "spin off" students to other schools in the geographical area. California is the largest receiving state and its institutions benefit proportionally. Washington State is successful because of its proximity to the Pacific and for its many well respected IEPs. Florida, Texas and New York have geography and strong academic institutions in their favor, while states such as Illinois and Massachusetts, despite a long tradition in international education, are having trouble holding their own against upstarts such as Colorado and Hawaii.

Still, even though there are winners and losers in the quest for students every year, the trend is for the most part upward, and campus administrators have taken notice. Are we at the point at which every college or university should have an IEP on campus? I would be amazed if every college and university had not at least thought about it by now, and made a decision on the basis of a combination of business, education and image-related concerns.

Whatever the decision-making process, though, the institutions owe it to themselves to reach a decision that is compatible with their capabilities, growth patterns and mission, and is acceptable to the communities in which they are based.

Ian Palmer is the program officer for English, Orientation and Enrichment at the Latin American Scholarship Program of American Universities.

11.3

IEP STUDENTS BY PROGRAM SPONSORSHIP AND STATE, 1994/95

State	Program Sponsor: Percentage College or University	Program Sponsor: Percentage Independent IEP	Total IEP Enrollment
Alabama	100.0	0.0	323
Alaska	–	–	–
Arizona	100.0	0.0	479
Arkansas	100.0	0.0	371
California	62.0	38.0	7,610
Colorado	40.0	60.0	1,053
Connecticut	63.0	37.0	269
Delaware	100.0	0.0	394
District of Columbia	45.0	55.0	2,056
Florida	47.0	53.0	2,045
Georgia	91.0	9.0	829
Hawaii	100.0	0.0	195
Idaho	100.0	0.0	195
Illinois	100.0	0.0	1,041
Indiana	86.0	14.0	691
Iowa	100.0	0.0	286
Kansas	100.0	0.0	710
Kentucky	100.0	0.0	144
Louisiana	100.0	0.0	1,331
Maine	70.0	30.0	83
Maryland	100.0	0.0	253
Massachusetts	49.0	51.0	1,884
Michigan	82.0	18.0	639
Minnesota	57.0	43.0	258
Mississippi	100.0	0.0	239
Missouri	88.0	12.0	426
Montana	–	–	–
Nebraska	88.0	12.0	426
Nevada	100.0	0.0	114
New Hampshire	–	–	–
New Jersey	60.0	40.0	553
New Mexico	100.0	0.0	61
New York	70.0	30.0	6,183
North Carolina	87.0	13.0	300
North Dakota	–	–	–

States with the Most IEP Students

- California and New York have the largest IEP enrollments, and they also host the largest enrollment of international students in academic programs generally. Texas, Washington, Colorado, Oklahoma, Louisiana, Illinois, Florida, Pennsylvania and Massachusetts also enroll considerable numbers of IEP students. Naturally most of the leading IEPs are also located in the leading host states for foreign students. In general these states are served by a number of independent, private IEPs which complement the university affiliated programs.

11.3 (cont.)

IEP STUDENTS BY PROGRAM SPONSORSHIP AND STATE, 1994/95

Programs affiliated with higher education institutions— either as integral parts of the academic program or as administratively independent extensions, operating under the name of a college—serve the bulk of IEP students in this country. Collectively these institutions, affiliated and independent, constitute a resource for their respective state's higher education systems.

State	Program Sponsor: Percentage College or University	Program Sponsor: Percentage Independent IEP	Total IEP Enrollment
Ohio	78.0	22.0	723
Oklahoma	9.0	91.0	928
Oregon	73.0	20.0	787
Pennsylvania	80.0	20.0	987
Rhode Island	100.0	0.0	103
South Carolina	100.0	0.0	78
South Dakota	100.0	0.0	30
Tennessee	85.0	15.0	501
Texas	82.0	18.0	2,706
Utah	90.0	10.0	545
Vermont	100.0	0.0	111
Virginia	100.0	0.0	335
Washington	68.0	32.0	2,231
West Virginia	74.0	26.0	123
Wisconsin	57.0	43.0	604
Wyoming	100.0	0.0	8
Guam	–	–	–
Puerto Rico	–	–	–
Virgin Islands	–	–	–
TOTAL			**43,522**

11.c

IEP CONCENTRATIONS IN THE UNITED STATES, 1994/95

California and New York are the largest host states.

Program Characteristics

- The Institute of International Education (IIE) collects and publishes a directory of IEP descriptions, *English Language and Orientation Programs in the United States*. This directory is intended as a reference for individuals seeking detailed information about individual IEPs in the United States. Of the 481 full-time educational programs listed in the directory that provide a minimum of 15 class hours per week, 409 provided complete enrollment and program data which could be matched to the annual *Open Doors* survey of IEPs. Based on that sample, 300 programs were self-identified as affiliated with higher education institutions and 109 were identified as independent, proprietary institutions. These statistics were used as the basis of the state percentages reported in Table 11.3.
- In analyzing the program descriptions, a number of differences between affiliated and independent programs become apparent. In general, independent programs rely on full-time faculty more than do the affiliated programs. In addition, faculty teaching loads are heavier. Independent programs tend to be slightly larger, but class size is slightly smaller. Overall, about 70% of all IEP students in this country are enrolled in affiliated programs.

11.4
INSTITUTIONS WITH THE MOST IEP STUDENTS, FALL 1994/95

Institution	State	IEP Students
Hunter College/International English Language Institute	NY	1,516
Tulane University/TESL Institute	LA	962
International Language Institute, Washington	DC	809
Rennert Bilingual	NY	767
El Paso Community College/Intensive English Program	TX	722
Boston University/Center for English Language and Orientation Programs	MA	634
Hawaii Pacific University/English Foundation Program	HI	598
La Guardia Community College/Intensive English Program	NY	556
San Diego State University	CA	550
George Washington University/English As a Foreign Language	DC	499
Institute of Intensive English	HI	475
University of California, Riverside/IEP	CA	458
University of Central Florida	FL	440
Aspect International Language School/Orlando	FL	416
University of Delaware/English Language Institute	DE	394
Indiana University/Intensive English Program	IN	379
University of Washington, Extension/Intensive English Program	WA	369
Queens College/English Language Institute	NY	367
ELS Language Center, Norman/ESL	OK	356
New York University/American Language Institute	NY	353

11.5

SELECTED CHARACTERISTICS OF IEP PROGRAMS BY AFFILIATION

	Program Affiliation				
	Higher Education Average		Independent Average		
No. of Faculty					
Full-Time	5.6		7		
Part-Time	7		4.1		
Teaching Load(h/wk)	16.7		24.2		
Program Features					
Size	87.7		99.2		
Class Size	12.4		11		
	Number	**Percent**	**Number**	**Percent**	**Total**
Total Students	30,841	70.9	12,681	29.1	43,522
Programs	300	73.3	109	26.7	409

11.6

TOP 10 PLACES OF ORIGIN FOR IEP STUDENTS IN SELECTED LEADING STATES

Locality	**Texas %**	**Locality**	**New York %**
Mexico	35.5	Republic of Korea	28.1
Republic of Korea	13.7	Japan	22.3
Japan	13.2	Taiwan	7.4
Taiwan	7.4	France	5.9
Thailand	4.6	Brazil	4.4
Kazakhstan	4.5	Colombia	4.4
Saudi Arabia	2.1	China, Peoples Republic of	4.1
Venezuela	1.8	Turkey	2.9
Indonesia	1.5	Germany	2.6
Turkey	1.3	Italy	2.3
TOTAL	**2,706**	**TOTAL**	**6,183**
Locality	**California %**	**Locality**	**Colorado %**
Japan	25.0	Japan	24.6
Republic of Korea	14.4	Republic of Korea	9.2
Taiwan	8.8	United Arab Emirates	8.4
Switzerland	7.3	Saudi Arabia	8.2
Brazil	4.9	Venezuela	5.3
Thailand	4.2	Kuwait	4.7
Germany	3.6	Thailand	4.4
Italy	3.2	Brazil	3.2
France	3.1	Colombia	2.8
Indonesia	3.0	Mexico	2.6
TOTAL	**7,610**	**TOTAL**	**1,053**

- There has been considerable interest in the pattern of new IEP enrollments over the course of the year. The current census practice which reports a "snapshot" of enrollment data for the fall term was widened this year to include "snapshot" supplementary data for both the spring and summer. Programs were asked to report on the number of new enrollments they served each period to avoid double and triple counting students who enroll in successive semesters. Based on this supplementary data collection, new enrollments over the year appear as follows:

  Fall - 43,522
  Spring - 38,362
  Summer - 36,267

- Thus, actual head counts may be higher in the spring term (as many IEP students do enroll in successive terms) but initial enrollments are highest in the fall and lowest during the summer.

IEP Student Distribution and Characteristics

- IEP students, like international students in general, are not distributed randomly across the United States. Students from different countries appear to have preferences for different parts of this country. Differential student choice may arise through word of mouth, differential recruitment or ties with established local communities who share a cultural heritage. Mexicans and other Latin American IEP students can be found in greater proportions in states in the Southwest such as Texas and Colorado. Middle Eastern students are found in greater numbers in states in the American heartland. European students appear to prefer New York and California. East Asian students, because of their large numbers, are important constituents throughout the United States but are found in highest proportions on the coasts.
- Almost half of IEP students (48%) are women, compared with 39% of foreign students in general. The proportion of women in IEPs continues to increase from year to year, albeit slowly.
- The overwhelming majority of IEP students (87%) hold F visas, compared to the 86% of all foreign students with F visas. Over the past year, the number of IEP students on F visas has risen, while the numbers of students holding J and M visas are up only slightly.

11.7

SEX OF IEP STUDENTS, 1993/94 - 1994/95

Sex	1993/94 Number	%	1994/95 Number	%
Male	20,426	52.9	22,463	51.6
Female	18,180	47.1	21,059	48.4
TOTAL	**38,606**	**100.0**	**43,522**	**100.00**

11.8

IEP STUDENTS BY IMMIGRATION (VISA) STATUS, 1993/94 - 1994/95

Visa Type	1993/94 Foreign IEP Students	% of IEP Total	1994/95 Foreign IEP Students	% of IEP Total
F Visa	34,309	89.0	37,995	87.3
J Visa	1,327	3.4	1,349	3.1
M Visa	133	0.3	44	0.1
Other Visa	2,837	7.3	4,134	9.5
TOTAL	**38,606**	**100.0**	**43,522**	**100.00**

Intensive English Programs, Privatization and Accreditation

CARL DE ANGELIS
Institute of International Education

THE 1989 edition of *English Language and Orientation Programs in the United States (ELOPUS)* lists 381 full-time intensive English programs (IEPs). Of these, 292 were listed as sponsored by an accredited U.S. college or university; 89 were sponsored by corporations or other private organizations — proprietary programs. In the 1993 *ELOPUS* the number of proprietary programs rose to 158 out of 481. Proprietary programs have increased proportionally to almost a third the total number of IEPs listed. Given the limits of such listings and the rate at which new proprietary programs are founded, their number is probably larger. The most recent edition of *Open Doors* confirms that 30% of international students study ESL in proprietary programs. In fact, in some regions the majority of ESL students attend proprietary programs.

Even if the statistics in *ELOPUS* do not represent a privatization of IEPs as many TESOL professional believe, we must consider non-university-sponsored programs a very real part of ESL education in the United States. No longer can they be dismissed categorically as fly-by-night organizations that use unscrupulous recruiting and marketing methods and provide inferior English language instructions to unsuspecting international students, nor should these programs be exempt from the same rigorous standards to which the university programs have adhered for years. True, some proprietary IEPs are less than reputable; some university programs are also poorly run. And many proprietary programs have already embraced AAIEP standards and self-studies to prove their academic excellence to the university community. Accreditation by TESOL may be the great leveler, depending on the criteria and standards developed for accreditation. Proprietary IEPs that do not measure up will be forced to conform, drop out, or continue outside the ranks of the accredited. Those on a par with the university programs will receive the recognition they deserve.

If a move toward privatization of IEPs is underway as the statistics indicate, this movement has developed into a dispute within the TESOL profession. On one hand, the university programs, represented by the Consortium of University and College Intensive English Programs (UCIEP) holds firm to the university sponsorship of the IEP as a criterion for membership, excluding proprietary programs like a blue-blooded gentleman not acknowledging his illegitimate son. They see the inclusion of proprietary programs in their ranks as a diminution of the essential academic nature of ESL. The American Association of Intensive English Programs (AAIEP), on the other hand, opens its doors to all programs willing to undergo its Program Self-Appraisal (PSA) required for AAIEP membership. In fact the schism within NAFSA beginning in 1986, which led to the charter of AAIEP in 1988, resulted from UCIEP's exclusion of proprietary IEPs. This rift has generated multiple standards, self-studies, and objectives, in addition to the TESOL standards and self-study, which remain for any program still interested.

Why have universities opted for proprietary IEPs on campus, sometimes side by side or in place of their

Continued...

Intensive English Programs, Privatization and Accreditation

...Continued

own ESL programs? Is the IEP not a money making asset to the university? Is the university extension or the school of continuing education not sufficiently far from the tenure track to keep IEP staff from demanding too many university resources reserved for more traditional faculty? Or has all that advocacy by TESOL professionals, all those efforts by IEP directors to secure faculty status, benefits, tenure for their staffs, credit for their students, worked against the IEPs, making them a nuisance to the administration and actually argued in favor of proprietary programs on campuses? Proprietary programs take care of their own problems; they are not hankering after faculty status, benefits, a bigger piece of the pie. If their students are viewed as remedial, so be it. All they want is space — literally — and they'll pay the rent and teach the students English.

And TESOL now grapples with accreditation and the issues attached to it. The TESOL Board of Directors having given the go-ahead for the establishment of an Accreditation Task Force comprised of members from AAIEP, NAFSA, UCIEP and TESOL, has met with The Department of Education in Washington and drafted a timetable and budget for the creation of an accrediting agency. Hopefully the accreditation process by TESOL will allow a reconciliation to take place between the proprietary and university programs.

The university programs contend that this accreditation process, involving a self-study and evaluation, amounts to dual accreditation since they are already accredited as part of the university, and it benefits largely the private programs. If the outcome of the accreditation will be one set of standards and one self-study process, the university programs contend that these standards will be so vague that the result will be a lowering of ESL standards across the board. The proprietary programs are embracing the challenge of accreditation. They may not be aware of the scrupulousness of academics when their discipline is concerned, especially those who view them as academically inferior. The universities are reluctantly submitting to yet another barrage of surveys. Meanwhile the proprietary programs and their enrollments continue to proliferate without TESOL accreditation for a variety of reasons, including large marketing budgets and relentless recruiting. While proprietary programs need to examine the academic standards for faculty and curriculum developed over years by the universities, university program directors might be wise to take some business tips from proprietary programs before they find one hanging its shingle on their campus.

Carl DeAngelis is assistant director, Pre-Academic Programs at the Institute of International Education.

12

U.S. STUDY ABROAD

Numbers and Destinations of U.S. Students Studying Overseas

- Profound changes in global economic, social and political sectors, fuelled by revolutionary developments in technology, have created a climate in which the international dimension of higher education is no longer a luxury but a necessity. Foreign students attending U.S. institutions are only half the story of the internationalization of U.S. higher education. The other half is the extent to which U.S. students actively participate in study abroad. To compete successfully now and in the future requires that individuals and the nation have the capacity to communicate knowledgeably with partners and competitors around the world. Language training is just one part of this capacity; a deep awareness of the history, culture and political and economic systems of those with whom we interact is also essential. Cultural translators in a broad range of fields are part of a competitive and well educated work force. The development of such an internationalized work force, to enable our political and economic interests to be well represented in the global arena, is one of the long-term benefits of expanded study abroad by U.S. students.
- Over the past eight years the number of U.S. students enrolled in study abroad programs has increased from 48,000 to 76,000. Most of this growth, however, occurred during the 1980s. Since 1990 enrollments have increased only 2% a year on an annualized basis.
- The leading destinations for U.S. study abroad students are the nations of Western Europe; recently, however, a more diverse group of destinations, including Mexico, Australia, Japan, Costa Rica and Russia, has seen gradual enrollment increases.

- Research institutions send the largest number of students abroad each year, with majors in the humanities and the social sciences (37%) predominating. Over the last eight years, nontraditional fields such as business and the technical fields have seen small increases, while the traditional study abroad areas of the humanities, social sciences and foreign languages have seen proportionate decreases.
- While study abroad enrollments have increased modestly, the length of the sojourn is still rather brief: 50% of students study abroad for one semester or less, and only 14% for an academic year.
- The "Junior year abroad" model still dominates: 40% of study abroad students go during that year. Graduate students have remained a very small proportion (7.0%) of all study abroad enrollments. Most study abroad students are female (63%) and white (84%).
- Last year, in response to suggestions from study abroad officials, IIE redesigned the study abroad survey. The revisions to the survey included new questions about the sources of support for study abroad and about the race/ethnicity of participants. Reporting institutions were also asked to include only those students enrolled for a degree at their own institution, regardless of program sponsorship. In close cooperation with the study abroad community, a concerted effort in survey follow-up was made to obtain the

12.0

HOST REGIONS OF U.S. STUDY ABROAD STUDENTS, 1985/86 - 1993/94

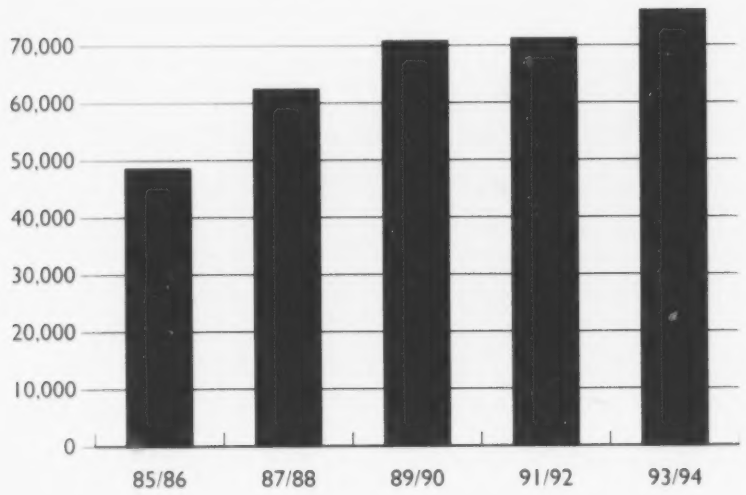
Percent of U.S. Study Abroad Students

Host Region	1985/86	1987/88	1989/90	1991/92	1993/94
Africa	1.1	1.2	1.3	1.8	1.9
Asia	5.4	6.1	5.0	5.9	6.5
Europe	79.6	75.4	76.7	71.3	67.4
Latin America	7.0	9.2	9.4	12.3	13.4
Middle East	4.0	4.7	2.7	2.7	2.8
North America	0.9	1.4	0.8	0.9	0.7
Oceania	0.9	1.2	1.9	3.1	3.4
Multiple Regions	1.0	0.8	2.2	2.1	3.8
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Students Reported	**48,483**	**62,341**	**70,727**	**71,154**	**76,302**
No.of Institutions Reporting Students	**709**	**804**	**715**	**754**	**836**

12.a

MORE U.S. STUDENTS GOING ABROAD

Over the past eight years, the number of U.S. students going abroad has risen from 48,000 to 76,000.



most comprehensive data on U.S. study abroad programs. This 1993/94 survey is the fifth since IIE began to collect this data in 1985. Survey forms were sent to 1,195 accredited colleges and universities (those previously identified as having at least one study abroad student) throughout the United States, and information was obtained from 1,009 (84.4%) of the surveyed institutions. This overall survey response rate reflects a 5% increase over the 1991/92 study abroad survey's 79% response rate. Of these 1,009 responding institutions, 836 reported having study abroad students. This number of institutions reporting study abroad activity is up sharply from the 1991/92 count of 754 institutions.

- A total of 76,302 students received academic credit for study in another country in 1993/94, almost 5,000 more than the 71,154 reported in 1991/92. Part of the increase, however, may be due to the higher response rate. Study abroad activity reported to IIE has expanded substantially since 1985/86, when 48,483 students were reported as having completed part of their studies in another country. Enrollments appear to have plateaued since 1990, as the small increases in recent years may be partially attributed to an increase in response rate.

- As in past years, Europe was by far the favorite destination for Americans who studied abroad in 1993/94: 67% chose to study there. After Europe was Latin America, hosting 13% of Americans studying abroad. Asia attracted 7%, Oceania and the Middle East about 3% each, Africa 2%, and North America (Canada) less than 1%. The most noteworthy changes since 1985/86 are that the share of Americans studying in Europe has fallen by 12% while the share going to Latin America has risen by 6%.

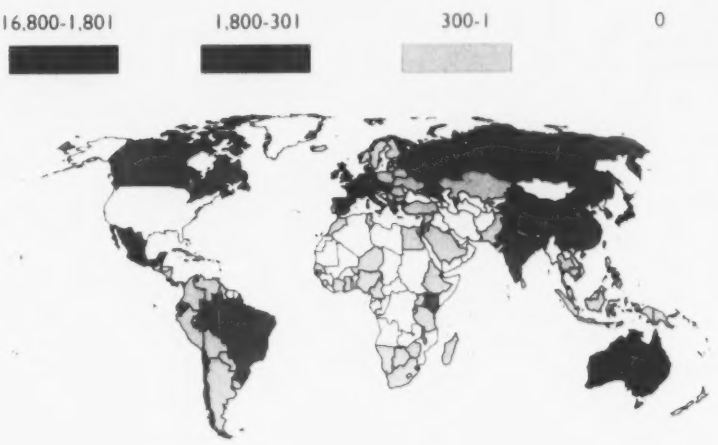
- Six of the top 12 receiving countries were in Western Europe, and they hosted over 57% of all U.S. students studying overseas. The top 12 countries of destination hosted the vast majority (76%) of all American students studying overseas.

- The United Kingdom hosted a full 22% of the American students, followed by France with 10.4%. The next eight host countries were Spain (9.1%), Italy (8.4%), Mexico (6.2%), Germany (4.6%), Australia (3.1%), Japan (2.9%), Israel and Austria (2.7%), Costa Rica (2.3%) and Russia (2.0%). It is especially notable that since 1990 the number of students enrolled in the leading Western European nations has either remained level or has declined. Enrollments in countries such as Mexico, Australia, Japan, Costa Rica and Russia have seen impressive increases in popularity as sojourn destinations.

12.b

STUDY ABROAD DESTINATIONS, 1993/94

Western Europe is the destination of over two-thirds of the U.S. students who study abroad.



12.1
STUDY ABROAD DESTINATIONS, 1993/94

Region/ Locality	Total 1991/92	Total 1993/94	% Change
AFRICA	**1,257**	**1,477**	**17.5**
Eastern Africa	**715**	**739**	**3.4**
Kenya	471	640	35.9
Tanzania	65	67	3.1
Madagascar	14	24	71.4
Uganda	0	3	.
Malawi	4	2	-50.0
Zimbabwe	161	2	-98.8
Ethiopia	0	1	.
Central Africa	**63**	**33**	**-47.6**
Cameroon	63	33	-47.6
North Africa	**251**	**242**	**-3.6**
Egypt	175	177	1.1
Morocco	75	63	-16.0
Tunisia	1	2	100.0
Southern Africa	**51**	**168**	**229.4**
South Africa	38	120	215.8
Botswana	5	24	380.0
Swaziland	7	13	85.7
Namibia	0	11	.
Lesotho	1	0	-100.0
Western Africa	**177**	**295**	**66.7**
Ghana	49	114	132.7
Cote d'Ivoire	7	61	771.4
Senegal	20	47	135.0
Sierra Leone	6	20	233.3
Nigeria	71	14	-80.3
Niger	0	3	.
Liberia	1	0	-100.0
Togo	6	0	-100.0
Africa, Unspecified	17	36	111.8
ASIA	**4,163**	**4,986**	**19.8**
Eastern Asia	**3,175**	**3,889**	**22.5**
Japan	1,998	2,229	11.6
China	768	964	25.5
Korea, Rep of	166	373	124.7
Hong Kong	90	181	101.1
Taiwan	149	142	-4.7
Korea, Dem People's Rep	4	0	-100.0
So/Central Asia	**562**	**591**	**5.2**
India	360	382	6.1
Nepal	179	128	-28.5
Sri Lanka	11	46	318.2
Pakistan	12	21	75.0
Kazakhstan	0	13	.
Bangladesh	0	1	.
Southeast Asia	**426**	**506**	**18.8**
Thailand	191	185	-3.1
Indonesia	86	128	48.8
Philippines	7	57	714.3
Singapore	99	52	-47.5
Vietnam	19	42	121.1
Malaysia	24	41	70.8
Cambodia	0	1	.
EUROPE	**50,730**	**51,395**	**1.3**
Eastern Europe	**2,755**	**2,599**	**-5.7**
Russia	1,356	1,512	11.5
Czech Republic	165	343	107.9
Hungary	370	334	-9.7
Poland	218	170	-22.0
Ukraine	78	50	-35.9
Estonia	1	37	3600.0
Yugoslavia (former)	13	33	153.8
Slovakia	0	31	.
Bulgaria	1	20	1900.0
Romania	18	19	5.6
Lithuania	0	14	.
Latvia	10	11	10.0
Albania	0	1	.
Belarus	0	1	.
U.S.S.R.	61	0	-100.0
Georgia	1	0	-100.0
Eastern Europe, Unspec	463	23	-95.0
Western Europe	**47,975**	**48,796**	**1.7**
United Kingdom	16,610	16,812	1.2
France	8,160	7,919	-3.0
Spain	7,125	6,937	-2.6
Italy	5,346	6,410	19.9
Germany	3,458	3,512	1.6
Austria	1,802	2,041	13.3

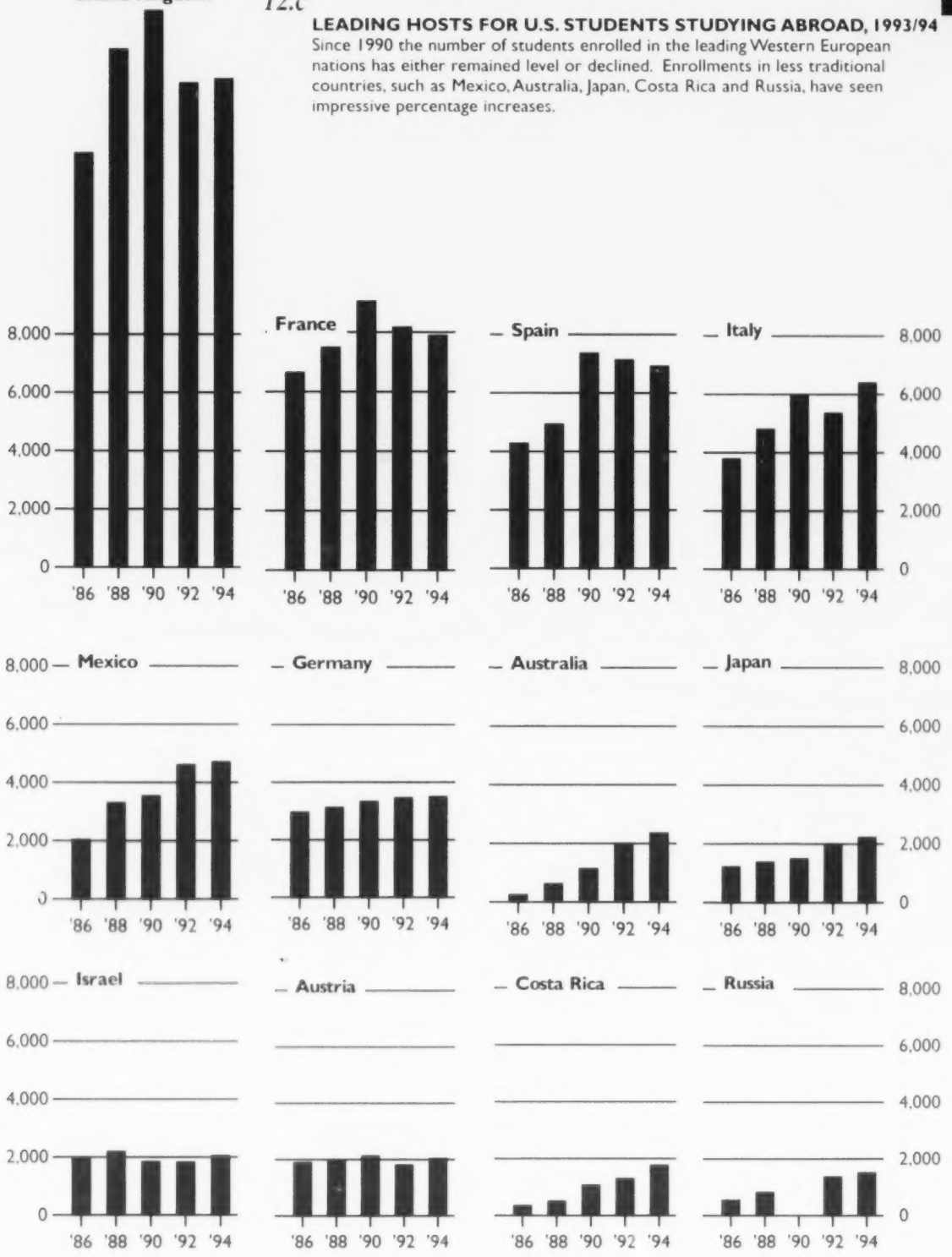
12.1 (cont.)
STUDY ABROAD DESTINATIONS, 1993/94

Region/ Locality	Total 1991/92	Total 1993/94	% Change
Ireland	1,128	1,112	-1.4
Greece	820	853	4.0
Switzerland	812	750	-7.6
Netherlands	587	670	14.1
Belgium	409	538	31.5
Denmark	586	370	-36.9
Luxembourg	41	306	646.3
Sweden	311	272	-12.5
Finland	90	120	33.3
Norway	106	83	-21.7
Malta	13	36	176.9
Portugal	19	15	-21.1
Iceland	11	3	-72.7
W Europe, Unspecified	219	0	-100.0
Western Europe, Other	90	1	-98.9
Europe, Unspecified	232	36	-84.5
LATIN AMERICA	**8,730**	**10,207**	**16.9**
Caribbean	**943**	**961**	**1.9**
Jamaica	258	230	-10.9
Bahamas	133	224	68.4
Dominican Republic	123	193	56.9
Barbados	65	38	-41.5
Cayman Islands	20	30	50.0
Trinidad & Tobago	8	28	250.0
Martinique	6	27	350.0
Dominica	24	18	-25.0
Turks & Caicos Islands	0	16	.
St. Kitts-Nevis	0	13	.
Grenada	0	13	.
Guadeloupe	18	12	-33.3
British Virgin Islands	1	8	700.0
Cuba	14	1	-92.9
Haiti	4	1	-75.0
Antigua	0	1	.
Caribbean, Unspecified	269	108	-59.9
Central Am/Mexico	**6,268**	**7,030**	**12.2**
Mexico	4,600	4,718	2.6
Costa Rica	1,288	1,765	37.0
Guatemala	164	192	17.1
Honduras	56	142	153.6
Belize	108	131	21.3
Nicaragua	19	50	163.2
Panama	13	28	115.4
El Salvador	20	4	-80.0
South America	**1,519**	**2,216**	**45.9**
Ecuador	604	677	12.1
Chile	221	640	189.6
Brazil	238	332	39.5
Argentina	207	283	36.7
Colombia	66	122	84.8
Venezuela	129	61	-52.7
Bolivia	33	22	-33.3
Peru	5	20	300.0
Guyana	0	14	.
Uruguay	6	9	50.0
Paraguay	10	2	-80.0
Latin America, Unspecified	0	34	.
MIDDLE EAST	**1,937**	**2,174**	**12.2**
Israel	1,819	2,049	12.6
Turkey	83	74	-10.8
Cyprus	11	11	0.0
Quatar	0	10	.
Saudi Arabia	1	9	800.0
Jordan	11	8	-27.3
Syria	6	4	-33.3
Kuwait	0	1	.
Lebanon	0	1	.
Oman	5	0	-100.0
United Arab Emirates	1	0	-100.0
Middle East, Unspecified	0	7	.
NORTH AMERICA	**641**	**509**	**-20.6**
Canada	618	507	-18.0
Bermuda	23	2	-91.3
OCEANIA	**2,174**	**2,618**	**20.4**
Australia	1,985	2,360	18.9
New Zealand	178	196	10.1
Fed States of Micronesia	0	28	.
Cook Islands	0	16	.
Western Samoa	0	12	.
Fiji	7	2	-71.4
Marshall Islands	1	2	100.0
Papua New Guinea	2	1	-50.0
Vanuatu	1	1	0.0
Multicountry	**1,521**	**2,931**	**92.7**
WORLDTOTAL	**71,154**	**76,302**	**7.2**

12.c

LEADING HOSTS FOR U.S. STUDENTS STUDYING ABROAD, 1993/94

Since 1990 the number of students enrolled in the leading Western European nations has either remained level or declined. Enrollments in less traditional countries, such as Mexico, Australia, Japan, Costa Rica and Russia, have seen impressive percentage increases.



- As noted in Sections 5 and 6, the strongest flows of internationally mobile students have historically been from the developing world to the economically developed nations. Within the past ten years another tendency has been gaining strength: exchanges between nations of the developed world. It is within the context of these "north-north" exchanges that U.S. study abroad may be understood.

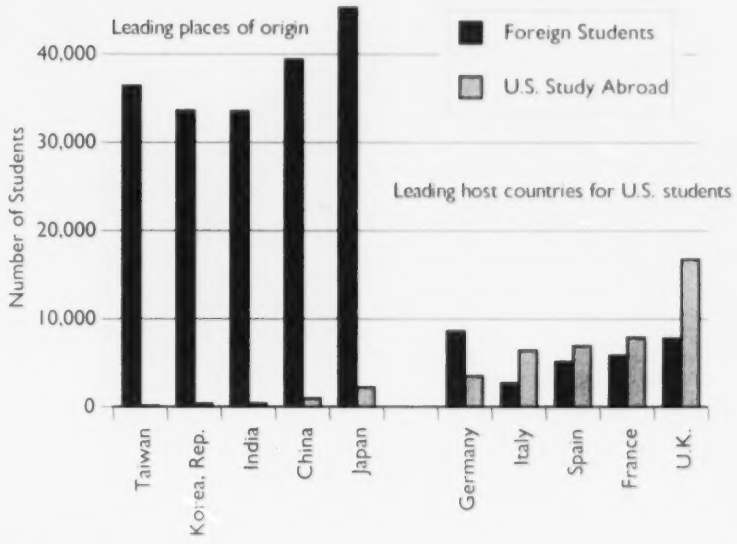
- It is well known that the United States does not have balanced student exchange flows with those nations from which most foreign students in this country originate. Very large numbers of foreign students come to the United States from developing nations of Asia, but very few U.S. students select these countries as sojourn sites. Our exchange relationship with the leading European nations is, however, much more balanced.

- Unlike other developed countries, what is striking about our exchange relationship with Japan is the large number of Japanese students studying in the United States. This year more foreign students came to the United States from Japan than from all of the leading Western European nations combined. Compared to

12.d

HOW BALANCED IS EXCHANGE?

Countries which send large numbers of students to the United States, such as developing countries in Asia, do not receive large numbers of U.S. students in return. Our exchange relationship with the leading European nations is much more balanced.



12.e

FIELD OF STUDY COMPARISONS: EUROPEANS HERE VS. U.S. STUDENTS ABROAD

European students who study in this country are enrolled in a wide variety of fields. U.S. students are overwhelmingly drawn from the social sciences, humanities and foreign languages.

other Asian destinations relatively large numbers of U.S. students also study in Japan, the eighth most popular destination for U.S. students. U.S. study abroad enrollments in Japan exceed those of all the other countries of Asia and Eastern Europe, and many of the receiving countries in Western Europe.

- While the U.S. study abroad relationship with Western Europe is numerically relatively reciprocal, it is decidedly unbalanced in terms of the field of study choices. European students who study in this country are enrolled in a wide variety of fields of study, from business and social sciences to math and computer sciences. U.S. study abroad students are overwhelmingly drawn from the social sciences, humanities and foreign languages. Only 14% of U.S. study abroad students are enrolled in business and less than 2% in engineering or math and computer sciences, which are the fields where Asian students are heavily concentrated.

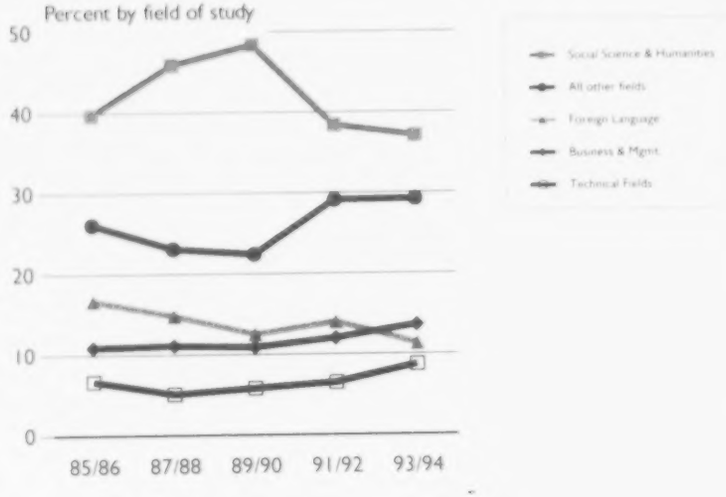
About the Sojourn

- Americans who study abroad do so for very different reasons than foreign students who come to study in the United States. In contrast to foreign nationals in this country, Americans abroad had home-campus majors largely in the humanities and social sciences, with relatively few in engineering and in hard science fields. The largest group of U.S. students who went abroad to study majored in social sciences and humanities (37%). The second largest group studied toward degrees in business (14%). Relatively large shares of the Americans who studied abroad majored in foreign languages (11%), and, interestingly, in business and management (12%). The fields of engineering, physical and life sciences, and math and computer sciences combined for only 9%. These field of study patterns have been changing over time, albeit slowly. Since 1990 the proportion of U.S. students who study abroad and major in either the social sciences and humanities or in foreign languages has been dropping, while the share majoring in business, the technical fields and in a wide range of other fields has increased.

12.f

ECONOMICS OR SHAKESPEARE?

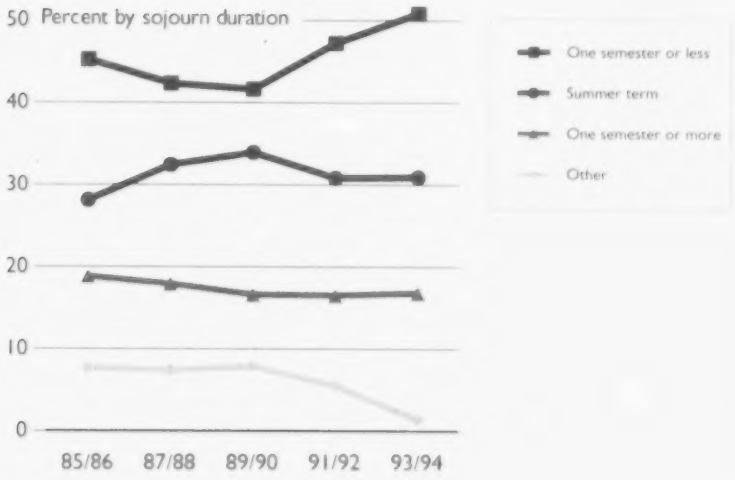
Since 1990 the proportion of U.S. students who major in languages, social sciences and humanities has been dropping, while the share in business and scientific fields is on the rise.



12.g

STUDY ABROAD DURATIONS, 1985/86 - 1993/94

Most U.S. students (37%) spend a semester or less overseas.



- Over a third (37%) of students studying abroad did so for the duration of one semester or less, while 14% spent the entire academic year in the host country. The next most popular time period for a sojourn was the summer term (31%). The time spent abroad by American students in 1993/94 is comparable to the time spent by students in 1985/86 and in subsequent years. The only notable exceptions are that the proportion of students who spent a semester or less abroad increased, and that the proportion who received credit for study abroad for longer or shorter time periods declined.

12.2
FIELD OF STUDY AND DURATION OF U.S. STUDY ABROAD, 1985/86 - 1993/94

	Percent of Study Abroad Students					1993/94
Field of study	**1985/86**	**1987/88**	**1989/90**	**1991/92**	**1993/94**	**Students**
Social Sciences & Humanities	39.7	45.9	48.4	38.4	37.1	28,308
Business & Management	10.9	11.1	10.9	12	13.6	10,377
Foreign Languages	16.7	14.8	12.5	14	11.3	8,622
Other	8.2	6.8	6.8	7.6	7.7	5,875
Fine or Applied Arts	6.9	6.4	6.1	9.9	7.7	5,875
Physical Sciences	3.8	2.5	3.7	3.8	5.3	4,044
Education	4.1	4	4.6	5.7	4.0	3,052
Dual Major	-	-	-	-	3.6	2,747
Undeclared	4.2	3.8	3.4	4.1	3.6	2,747
Engineering	1.6	1.4	1.3	1.6	2.3	1,755
Health Sciences	1.7	1.4	1.1	1.1	1.7	1,297
Math & Computer Sciences	1.3	1.2	0.8	1.1	1.1	839
Agriculture	1	0.7	0.4	0.7	0.9	687
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**76,302**

	Percent of Study Abroad Students					1993/94
Duration	**1985/86**	**1987/88**	**1989/90**	**1991/92**	**1993/94**	**Students**
One Semester	37.3	35	35.2	37.5	37.2	28,384
Summer Term	28.1	32.4	33.9	30.8	30.9	23,577
Academic Year	17.7	17.5	15.9	15.9	14.3	10,911
One Quarter	7.9	7.3	6.4	9.7	6.3	4,807
January Term	-	-	-	-	5.6	4,273
Two Quarters	-	-	-	-	2.0	1,526
Fewer than 8 weeks	-	-	-	-	1.7	1,297
Other	7.7	7.4	7.9	5.5	1.4	1,068
Calender Year	1.1	0.4	0.7	0.6	0.5	382
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**76,302**

12.3

INSTITUTIONAL TYPE, PROGRAM SPONSORSHIP AND FINANCIAL SUPPORT, 1993/94

Carnegie Category	Study Abroad Students	Percent	Average Number of Students
Research I & II	30,673	40.2	274
Baccalaureate I & II	15,871	20.8	52
Master's I & II	14,497	19.0	49
Doctoral I & II	11,369	14.9	139
Associate	2,213	2.9	19
Other institutions	1,679	2.2	22
Total	**76,302**	**100.0**	
Program Sponsorship			
Solely own institution	56,006	73.4	
Other institutions/organizations	20,296	26.6	
Total	**76,302**	**100.0**	

Institutional Financial Support	Reporting Institutions	Percent of Respondents
a) Aid for all institutionally approved study abroad programs	367	46.2
b) Aid for institutionally approved study abroad programs but not other study abroad programs	135	17.0
c) Do not know	129	16.2
d) Other	91	11.4
e) Federal or state aid but no institutional aid	57	7.2
f) Federal aid but not state or institutional aid	16	2.0
Total	**631**	**100.0**

About the Institutions

- Institutions which sponsor and accept study abroad credits are of all Carnegie types. Traditionally, study abroad experiences were pioneered at selective liberal arts institutions. Today, however, research institutions sponsor the largest proportion, about 40%, of study abroad students.
- Students may access study abroad programs in a variety of ways. Institutions and their study abroad offices develop and manage their own programs, and they and independent consortia may administer programs for other institutions. Fully 73% of study abroad students completed their sojourns under the auspices of their own home institution, while 27% did so under the auspices of other institutions or consortial organizations.
- Institutions provided a range of financing options for student sojourns. Over 46% of reporting institutions indicated that all aid was available to students for study abroad under any sponsorship arrangement. Over 9% of institutions reported some limitations on aid, either state or institutional, for study abroad. A surprisingly large percentage (16%) could not characterize the method of financial support available to students.

Fostering Excitement About the World, Encouraging Attempts to Know It Better: The Expanding Role of the Study Abroad Advisor

JANE CARY
Amherst College

THE responsibility of study abroad advisors to U.S. undergraduates has been expanding. There is an increasing awareness that an implicit contract is made with study abroad students the minute they leave the campus. When U.S. undergraduates study abroad, they love the experience, and many of them will want to return to their host country or visit another as soon as possible. For most, that time will be immediately after graduation. Study abroad advisors are then expected to have information on working overseas for the short-term or for a career, or on financial assistance to fund graduate school overseas. It is often the study abroad advisor who must help seniors deal with their disappointment when they learn that jobs abroad and financial aid for foreign study are not as easy to arrange as their initial foreign foray. This is where the study abroad advisor comes in—again.

No one in the international education business is content to shrug his or her shoulders and let students walk away unhappy. We can't help ourselves; we hate to disappoint. Our returnees' needs motivate us to gather lists of alumni living and working abroad with whom students can "network." We stroll over to our Career Services Office to see what "work abroad" resources they have. We collaborate with that office in the purchase of new resources, and we co-sponsor "work abroad" information sessions. Yes, an advisor's workload is bound to exceed the given responsibilities of study abroad advising. But it's a rare advisor who will feel that he or she is truly fulfilling an obligation to students who have become excited about study abroad unless those students can be helped to go abroad again.

There is another group of students who will seek a study abroad advisor's counsel, and some responsibility to them will also be presumed. Let's call this group of students the "didn't-get-to-goes." These fall into two types, in my experience. The first, lacking industry and/or direction, could not get themselves organized to study away in their junior year, and are now hoping the advisor will arrange an experience abroad for them after graduation so they can delay entry into the work force or graduate school. For these one provides a reality check, and a tour of resources so they can do their own research. The second group is more rewarding to work with.

Continued...

The Expanding Role of the Study Abroad Advisor

...Continued

They are an institution's very best students, who, for reasons that would require another essay, do not study abroad in numbers proportional to their peers. These bright students may also be interested in a work experience abroad, but more often will wish to attend a prestigious university after graduation. To assist them, the advisor will turn to those on campus who administer Rhodes, Marshall, and other fellowships, for these students are usually seeking funding as well as academic rigor. In some cases, too, these *summa* students may want to join study abroad programs like those their peers attended, with an emphasis on language and culture. The study abroad advisor must help these seniors find those programs which would welcome them, without the need for credit transfer back to an undergraduate institution.

The study abroad advisor unleashes a force of some magnitude when an undergraduate studies abroad.

The study abroad advisor unleashes a force of some magnitude when an undergraduate studies abroad. While under no obligation to ensure every student a satisfying post-graduate experience abroad, study abroad advisors must acknowledge their part in fostering excitement about the world beyond our borders in the first place, and must encourage an earnest graduate's attempts to know it better.

Jane Cary has served as study abroad advisor and assistant dean of students at Amherst College since 1986. In 1993-94 she was chair of SECUSSA, the Section on U.S. Students Abroad, within NAFSA: Association of International Educators.

■ The following tables present the leading study abroad institutions in the country by total number of students and as a percentage of total enrollment. For some specialized institutions study abroad experience is an integral component of their mission. The following tables include the top 15 institutions by Carnegie Classification, as described in Chapter 9 (Research, Doctoral, Master's, Baccalaureate, and Associate degree institutions), that sent either the largest number of students abroad or that sent the largest proportion of their student body abroad.

12.4
STUDY ABROAD ENROLLMENTS BY INSTITUTIONAL TYPE: TOP 15 RESEARCH INSTITUTIONS, 1993/94

Top 15 Research Institutions by Study Abroad Enrollment	Study Abroad Students	Percent of Total Enrollment	Top 15 Research Institutions by Percentage of Total Enrollment	Study Abroad Students	Percent of Total Enrollment
U CA-Santa Barbara	1,508	7.8	Yeshiva U	417	8.1
Michigan St U	1,096	2.8	U CA-System*	1,508	0.6
U Texas-Austin	782	1.6	Duke U	639	5.3
U Pennsylvania	769	3.8	U Notre Dame	541	5.2
U IL-Urbana-Champaign	684	1.9	Brown U	336	4.3
Syracuse U	670	4.2	Syracuse U	670	4.2
Penn St U-University Park	667	1.7	Garrett-Evnglc Theol	21	4.1
Duke U	639	5.3	Emory U	381	3.9
U Michigan-Ann Arbor	600	1.6	Vanderbilt U	340	3.8
U Delaware	578	2.8	U Pennsylvania	769	3.8
U MN-Twin Cities	574	1.6	Tufts U	380	3.6
Texas A&M U	572	1.4	Brandeis U	141	3.6
Indiana U-Bloomington	552	1.6	Georgetown U	453	3.4
Boston U	542	1.9	Stanford U	427	2.8
U Notre Dame	541	5.2	U Delaware	578	2.8

*The UC system enrolls 242,522 students. The UC Study Abroad system-wide office is housed at UC-Santa Barbara.

12.5
STUDY ABROAD ENROLLMENTS BY INSTITUTIONAL TYPE: TOP 15 DOCTORAL INSTITUTIONS, 1993/94

Top 15 Doctoral Institutions by Study Abroad Enrollment	Study Abroad Students	Percent of Total Enrollment	Top 15 Doctoral Institutions by Percentage of Total Enrollment	Study Abroad Students	Percent of Total Enrollment
Miami U	936	5.8	Dartmouth C	620	11.1
Georgia St U	625	3.0	Wake Forest U	290	7.0
Dartmouth C	620	11.1	Pepperdine U	488	6.3
U Southern MS	500	3.8	Miami U	936	5.8
Pepperdine U	488	6.3	Worcester Poly Inst	224	5.8
U Nevada-Reno	439	4.2	U Nevada-Reno	439	4.2
U New Orleans	396	2.4	U Southern MS	500	3.8
American U	395	3.5	Southern Methodist U	327	3.6
Southern Methodist U	327	3.6	American U	395	3.5
Baylor U	291	2.4	Texas Christian U	242	3.4
Wake Forest U	290	7.0	Georgia St U	625	3.0
Northern Illinois U	289	1.3	C William & Mary	192	2.6
Boston C	275	1.9	Clark U	79	2.6
Loyola U Chicago	253	1.7	Biola U	75	2.6
Illinois St U	242	1.2	U New Orleans	396	2.4

12.6
STUDY ABROAD ENROLLMENTS BY INSTITUTIONAL TYPE: TOP 15 MASTER'S INSTITUTIONS, 1993/94

Top 15 Master's Institutions by Study Abroad Enrollment	Study Abroad Students	Percent of Total Enrollment	Top 15 Master's Institutions by Percentage of Total Enrollment	Study Abroad Students	Percent of Total Enrollment
U Northern Iowa	684	5.4	Linfield C	191	12.3
Western Washington U	327	3.2	Whitworth C	177	8.8
U Richmond	303	6.5	Elon C	283	8.1
U WI-Stevens Pt	301	3.5	U Richmond	303	6.5
Slippery Rock U PA	289	3.8	U Northern Iowa	684	5.4
Elon C	283	8.1	Queens C	87	5.4
U St Thomas	269	2.6	Trinity U	124	5.0
Appalachian St U	249	2.2	Rollins C	158	4.8
James Madison U	245	2.1	Emerson C	125	4.8
Santa Clara U	233	3.1	U Redlands	170	4.3
Eastern Michigan U	230	1.0	Houston Baptist U	87	4.0
Villanova U	225	1.9	U Evansville	129	3.9
Ithaca C	199	3.1	Slippery Rock U PA	289	3.8
Linfield C	191	12.3	C St Catherine	92	3.6
Whitworth C	177	8.8	U WI-Stevens	301	3.5

12.7

STUDY ABROAD ENROLLMENTS BY INSTITUTIONAL TYPE: TOP 15 BACCALAUREATE INSTITUTIONS, 1993/94

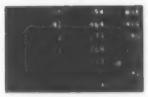
Top 15 Baccalaureate Institutions by Study Abroad Enrollment	Study Abroad Students	Percent of Total Enrollment	Top 15 Baccalaureate Institutions by Percentage of Total Enrollment	Study Abroad Students	Percent of Total Enrollment
St Olaf C	454	15.3	Carleton C	386	20.2
Carleton C	386	20.2	Colby C	318	18.6
Colby C	318	18.6	Kalamazoo C	208	16.8
Middlebury C	294	14.6	St Olaf C	454	15.3
Bucknell U	235	6.4	Bates C	230	15.3
Dickinson C	235	12.5	Middlebury C	294	14.6
Bates C	230	15.3	Eckerd C	193	14.1
Union C (NY)	218	10.8	Bowdoin C	196	13.2
Kalamazoo C	208	16.8	Goshen C	126	13.1
Colorado C	208	10.6	Dickinson C	235	12.5
Colgate U	200	7.2	Davidson C	200	12.5
Davidson C	200	12.5	Eastern Mennonite C	128	12.1
U Dallas	200	7.0	Hartwick C	176	12.1
Bowdoin C	196	13.2	Pitzer C	99	11.8
Oberlin C	195	7.2	Pomona C	170	11.4

12.8
STUDY ABROAD ENROLLMENTS BY INSTITUTIONAL TYPE: TOP 15 ASSOCIATE INSTITUTIONS, 1993/94

Top 15 Associate Institutions by Study Abroad Enrollment	Study Abroad Students	Percent of Total Enrollment	Top 15 Associate Institutions by Percentage of Total Enrollment	Study Abroad Students	Percent of Total Enrollment
Rockland CC	297	3.3	Hesston C	32	6.9
Los Angeles Trade-TC	157	1.0	Southern Virginia C	7	5.4
Los Angeles City C	147	1.0	Rockland CC	297	3.3
City C San Francisco	113	0.4	Marymount C, Palos Verde	18	2.3
Orange Coast C	108	0.5	Ocean County C	90	1.1
Palm Beach CC	91	0.5	Los Angeles Trade-TC	157	1.0
Ocean County C	90	1.1	Los Angeles City C	147	1.0
Glendale CC	85	0.7	Glendale CC	85	0.7
Broward CC	80	0.3	Shoreline CC	43	0.6
Miami-Dade CC	79	0.2	Palm Beach CC	91	0.5
St Petersburg Jr C	79	0.4	Orange Coast C	108	0.5
C DuPage	63	0.2	Compton CC	25	0.5
Nassau CC	59	0.3	SUNY Ag & Tech C	11	0.4
Boro Manhattan CC-CUNY	45	0.3	Olympic C	25	0.4
Shoreline CC	43	0.6	City C San Francisco	113	0.4

12.9 PROFILE OF U.S. STUDY ABROAD STUDENTS

Academic Level	Students	Percent
Junior	30,979	40.6
Bachelor's, Unspecified	14,574	19.1
Senior	11,903	15.6
Sophomore	9,004	11.8
Master's	3,052	4.0
Freshman	2,671	3.5
Graduate, Unspecified	1,755	2.3
Associate	1,221	1.6
Other	610	0.8
Doctoral	534	0.7
Total	**76,302**	**100.0**
Sex		
Female	47,994	62.9
Male	28,308	37.1
Total	**76,302**	**100.0**
Race/Ethnicity		
White	63,941	83.8
Hispanic-American	3,815	5.0
Asian-American	3,815	5.0
Multiracial	2,365	3.1
African-American	2,136	2.8
Native American	229	0.3
Total	**76,302**	**100.0**



About the Students

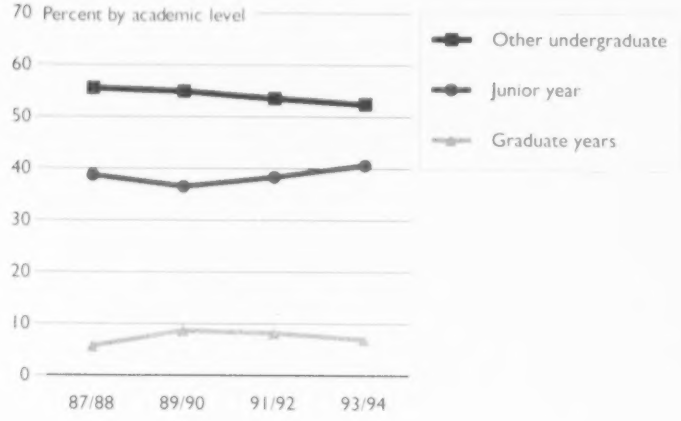
- The vast majority (92.2%) of the study abroad population was at the undergraduate (bachelor and associate) level. Of those whose academic level was known, the largest group was juniors (40.6%), followed by seniors(19.1%), sophomores (11.8%) and freshmen (3.5%).
- Less than 8% of the U.S. students who went abroad to study were graduate students. This proportion has remained stable over the past eight years. This contrasts sharply with the European nationals studying in the United States, about 40% of whom were at the graduate level in 1993/94.
- The sex distribution of the U.S. students who travel abroad for study was the inverse of that of the foreign students in the United States. Just over one-third (37%) of the U.S. students abroad were male, while a corresponding two-thirds were female (63%). The sex breakdown for foreign Western European students in the United States varies from parity to approximately 65% male and 35% female. The male-to-female ratio among U.S. students studying abroad has remained stable since the 1980s.

- American students who participate in study abroad programs are largely white (83.8%). Hispanic and Asian-Americans constitute about 5% each of the study abroad total. It is notable that those classified as multiracial constituted 3.1% of the total and African-Americans and Native Americans were 2.8 and 0.3% of all study abroad students. Some caution must be exercised in interpreting these results, as many institutions do not track study abroad students by their race or ethnicity. Only 43% of all study abroad students could be so identified.

12.b

STUDY ABROAD ENROLLMENTS BY ACADEMIC LEVEL

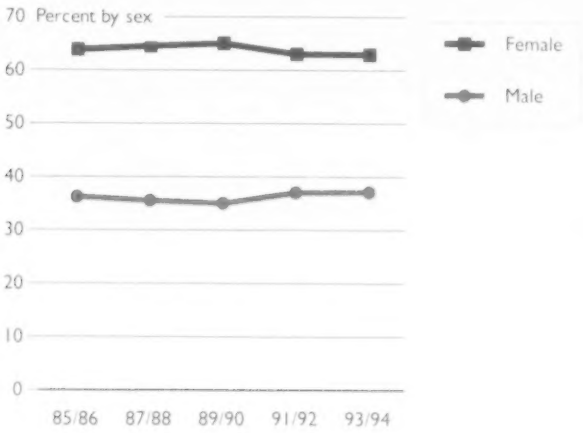
Most United States students (41%) who go abroad do so during their junior year.



12.i

STUDY ABROAD ENROLLMENTS BY SEX

Unlike foreign students in the United States, who are mostly male, U.S. students abroad are predominantly female.



Study Abroad in New York State: A Status Report

URBAIN J. DEWINTER
Cornell University

THERE is an important tradition of studying abroad at U.S. campuses across the United States. Nevertheless, many colleges and universities, as well as some local, state and federal government agencies, have been reluctant to support off-campus study with the same amount of enthusiasm traditionally directed to on-campus programs.

Education abroad programs are still perceived by some faculty and administrators as a valuable but inessential part of education which is in direct competition for limited human and material resources. Perhaps because international education is not a higher priority here, there are far fewer students going abroad than there are international students studying in New York. In 1993/94 New York enrolled 47,278 foreign students in its colleges and universities—the second largest number of foreign students in any state after California—but sent fewer than 10,000 U.S. students to study abroad. This imbalance is unfortunate because education abroad can significantly enhance the academic and economic competitiveness of New York State. It can help develop a well educated work force that can interact in the global market and ultimately will provide greater international business opportunities in the state.

The New York State Assembly Committee on Higher Education has taken a fresh approach to study abroad for full-time students in the state by creating a task force on international education at Cornell University to conduct a study of international education at the nearly 300 public and private institutions in the state, and to recommend better policies.

The task force seeks to identify the following: existing opportunities for study abroad available to students enrolled in New York institutions; current policies and procedures of New York State institutions sending students abroad; academic, administrative and financial impediments to student participation in study abroad programs; mechanisms to minimize the constraints on student access to international programs, and means by which to facilitate greater participation of New York students in study abroad programs, especially in non-traditional overseas study regions of the world, such as Africa, Asia, Latin America and countries of the former Soviet Union. It is estimated that between 1989 and 1993, U.S. trade with Less-Developed Countries (LDCs) grew twice as fast as did our trade with the world as a whole. Whereas U.S. trade with the whole world went up by 24% in this period, American trade with LDCs went up by 46%. Clearly the United States and New York State have a substantial stake in their relations with the developing world, economically as well as socially and politically, and study abroad programs provide invaluable opportunities.

To date the task force has surveyed nearly 200 baccalaureate institutions, identified major barriers to increased student participation, and made several

Continued...

Study Abroad in New York State: A Status Report

Continued

preliminary recommendations that would benefit from state leadership. Some barriers to increasing the number of students studying abroad are: limited commitment to international education, insufficient funding at student and institutional levels, inadequate preparation in foreign languages, curricular requirements on campus, limited support services on campus and abroad and incomplete information on opportunities for education abroad.

To address these barriers, the task force has made the following (preliminary) recommendations:

- Integrate study abroad with study on campus. An effective international dimension in our educational programs must be an integral part of an overall strategy to develop the teaching, research and service contributions of universities in support of the economic and social development of New York State.
- Set a state goal of 10% student participation in study abroad programs, as strongly recommended by numerous professional organizations and institutions in the United States and abroad.
- Expand foreign language instruction in New York at all levels, beginning in elementary schools through the development of special pilot projects; include in the curriculum lesser taught but widely spoken languages, and develop intensive and cost-effective language learning programs at designated centers in the state.
- Expand mechanisms for institutional cooperation in New York and abroad, particularly through the development of consortia. Consortia allow colleges and universities to pool resources, consolidate services and develop new and cost-effective initiatives in world regions most important to the state.
- Create a New York State Study Abroad Fund to provide supplementary financial aid to students needing aid to study abroad.
- Establish or improve an existing central support facility to provide information through an electronic link.
- Establish a statewide international studies council, with representation from higher education, government and business, to ensure the continued development of international study activities and to monitor the state's investment in the development of its human capital through study abroad programs.

The task force is currently surveying all two-year technical and community colleges, which in recent years have become important centers of international education, and plans to submit a final report with revised recommendations to the chair and members of the committee before the end of the current academic year.

Urbain J. DeWinter, Ph.D., is adjunct associate professor of romance studies at Cornell University and director of Cornell Abroad. He chairs the New York State Task Force on International Education at Cornell and is a member of the executive board of the European Association for International Education.

13

FOREIGN SCHOLARS

The Number and Activities of Foreign Scholars on U.S. Campuses

- America's research universities have at least two missions: excellence in teaching and world class research and scholarship. Foreign scholars are an integral component in the accomplishment of both of these missions. The process of creating and disseminating knowledge that benefits the United States and the rest of the world has attracted tens of thousands of foreign scholars who participate in our institutions' vital teaching and research missions. Indeed, one of the marks of distinction of our research universities is their ability to attract scholars from around the world. As economic competition and the flow of knowledge become internationalized, it has increased the importance of attracting foreign scholars to our universities. The presence of foreign scholars is one of the best ways of ensuring that our universities remain in the forefront of knowledge development.

- For the second consecutive year, the number of foreign scholars at major research universities around the United States has declined. This year there were 58,074 foreign scholars attending these institutions, 3.3% less than the 59,981 scholars reported in 1993/94. The 1993/94 total was in turn almost 4% less than the 62,148 scholars recorded in 1991/92 (the survey was biennial until last year). These declines cannot be attributed to survey procedures, as response rates to this survey have increased over the past two years from 83% in 1991/92 to 93% this year.

- Whether these decreases in foreign scholar numbers are a reflection of shrinking funding for research and development, developing higher education infrastructures in potential scholars' home countries, changing policies of U.S. research universities or home countries' concerns about "brain drain" remains to be seen. Significantly, many home countries sending fewer students to the U.S. have also shown a comparable drop in the number of their scholars in U.S. universities.

- Over four in ten (43.4%) of the foreign scholars in the United States come from Asia. Their numbers, however, are decreasing. In 1993/94 Asian scholars numbered over 27,000; this year, that number is just over 25,000. Asians have traditionally had a strong presence among foreign scholars because of the comparatively high numbers coming from China, Japan, India and South Korea. This year, each of these countries had fewer scholars in the United States than last year: China's number was down 12%, Japan's 5%, India's 5% and Korea's 4%. This drop in the number of Asian scholars, particularly those from East Asia, parallels a similar decline among foreign students: the number of Asian students fell by 1%, and East Asian, by 2%.

13.0

FOREIGN SCHOLAR SURVEY RESPONSE RATE, 1993/94 - 1994/95

Institutions	1993/94	1994/95
Surveyed	403	403
Responding	347	374
Percent Responding	86.1	92.8
TOTAL	**59,981**	**58,074**

13.1

REGION OF ORIGIN OF FOREIGN SCHOLARS IN THE UNITED STATES, 1993/94 - 1994/95

	Percent of Scholars	
Region of Origin	**1993/94**	**1994/95**
Africa	3.3	3.4
Asia	45.7	43.4
Europe	35.6	37.1
Latin America	5.7	5.9
Middle East	4.0	4.1
North America	4.1	4.3
Oceania	1.6	1.8
TOTAL	**59,981**	**58,074**

13.2

LEADING COUNTRIES OF ORIGIN, 1993/94 - 1994/95

Country	1993/94 Number	%	1994/95 Number	%	% Change from 1993/94
China	11,156	18.6	9,866	17.0	-111.6
Japan	5,458	9.1	5,155	8.9	-5.5
Germany	4,139	6.9	4,369	7.5	5.6
India	4,139	6.9	3,912	6.7	-5.5
Korea, Republic of	3,299	5.5	3,163	5.4	-4.1
United Kingdom	2,759	4.6	2,690	4.6	-2.5
Canada	2,459	4.1	2,498	4.3	1.6
France	2,459	4.1	2,410	4.2	-2.0
Italy	1,739	2.9	1,702	2.9	-2.2
Spain	1,380	2.3	1,483	2.6	7.5
Russia	960	1.6	1,322	2.3	37.7
Taiwan	1,320	2.2	1,220	2.1	-7.5
Brazil	1,080	1.8	1,107	1.9	2.5
Israel	1,020	1.7	929	1.6	-9.7
Netherlands	960	1.6	1,003	1.7	4.5
Poland	1,080	1.8	930	1.6	-13.8
Australia	780	1.3	821	1.4	5.3
Switzerland	660	1.1	783	1.3	18.6
Egypt	780	1.3	651	1.1	-16.5
Mexico	600	1.0	634	1.1	5.7
Turkey	540	0.9	605	1.0	12.1
Top 21 Total	**47,747**	**79.6**	**46,325**	**79.8**	
Total Scholars	**59,981**		**58,074**		**-3.2**

13.a

COUNTRIES OF ORIGIN OF FOREIGN SCHOLARS, 1994/95

Most foreign scholars come to the United States from countries within Asia or Europe. China, Japan and Germany are the leading places of origin.

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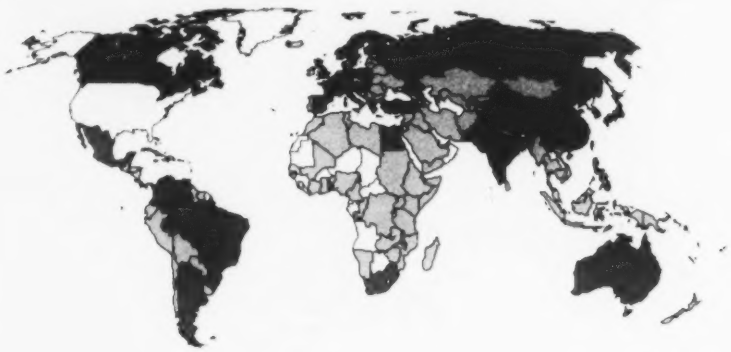


- In the case of China, the steep drops observed this year and last may partially be attributed to a change in visa status accorded to many Chinese scholars in the United States since 1989.
- In contrast to Asian scholars, the number of scholars from Europe is rising, albeit slightly. European scholars make up over 37% of the scholars here and number over 21,500. Predominant among the Europeans are Germans, who make up 8% of the scholar total and 16% of the European total. German scholars (totaling 4,369) significantly outnumber those from the United Kingdom (2,690), France (2,410), Italy (1,702) and Spain (1,483). Although not as numerous as some Western European groups, Russians (1,322) and Poles (930) also made up a sizable proportion of the European total.
- The countries with the highest number of scholars in the United States are China with 9,866, Japan with 5,155, Germany with 4,369, India with 3,912 and Korea with 3,163. While most of the leading countries are in Asia or Europe, two Latin American countries, Brazil and Mexico, also had relatively high numbers of scholars here, with 1,107 and 634 respectively.

13.3

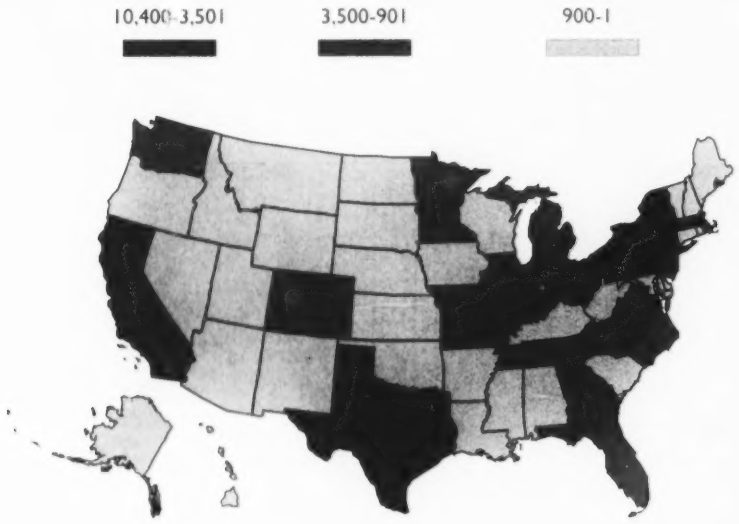
INSTITUTIONS HOSTING THE MOST FOREIGN SCHOLARS, 1993/94 - 1994/95

Institutions	Number of Scholars 1993/94	1994/95
Harvard University	2,990	2,508
University of California, Berkeley	2,105	2,195
University of California, Los Angeles	1,930	1,869
Massachusetts Institute of Technology	1,381	1,376
University of California, San Diego	1,326	1,295
University of Pennsylvania	1,244	1,244
University of Minnesota, Twin Cities	1,293	1,216
University of California, Davis	1,092	1,141
Cornell University	1,056	1,128
Stanford University	1,087	1,091
University of Washington	1,041	1,080
University of Illinois, Urbana-Champaign	1,000	1,000
TOTAL	**17,445**	**17,143**

13.b

DISTRIBUTION OF FOREIGN SCHOLARS IN THE UNITED STATES, 1994/95

California hosts more foreign scholars than any other state, but Massachusetts, New York and Texas also have significant numbers.



13.4

FOREIGN SCHOLARS BY STATE, 1994/95

State	1993/94 Total	1994/95 Total	% Change
Alabama	808	652	-19.3
Alaska	31	50	61.3
Arizona	688	515	-25.1
Arkansas	207	214	3.4
California	9,986	10,314	3.3
Colorado	1,062	1,156	8.9
Connecticut	60	33	-45.0
Delaware	793	328	-58.6
District of Columbia	330	731	121.5
Florida	1,633	1,820	11.5
Georgia	1,030	1,246	21.0
Hawaii	975	188	-80.7
Idaho	54	46	-14.8
Illinois	2,340	2,374	1.5
Indiana	1,700	1,438	-15.4
Iowa	830	774	-6.7
Kansas	595	362	-39.2
Kentucky	305	368	20.7
Louisiana	444	539	21.4
Maine	47	63	34.0
Maryland	912	668	-26.8
Massachusetts	5,807	5,185	-10.7
Michigan	1,402	2,165	54.4
Minnesota	1,306	1,227	-6.0
Mississippi	255	178	-30.2
Missouri	2,154	1,473	-31.6
Montana	73	93	27.4
Nebraska	281	300	6.8
Nevada	141	98	-30.5
New Hampshire	188	195	3.7

- California is host to the largest number of foreign scholars (10,314), but Massachusetts (5,185), New York (4,599), Texas (3,574) and Pennsylvania (3,681) also have considerable numbers in their research universities. Of these five states, however, only California and Pennsylvania had more scholars this year than last. Massachusetts saw a decline of close to 11% of its scholar population (numbers were down at Harvard, M.I.T. and other research universities there), while New York and Texas experienced declines of around 1%.

■ Harvard University continues to host the most foreign scholars, despite reporting a smaller number this year. Harvard has 2,508 scholars, 300 more than the University of California at Berkeley, which with 2,195 scholars was the second largest host. The University of California at Los Angeles was third with 1,869, followed by M.I.T. with 1,376 and the University of California, San Diego, with 1,295. These Research I institutions are known to house nationally and internationally recognized programs in the sciences and/or engineering, fields of major interest to foreign scholars.

13.4 (cont.)

FOREIGN SCHOLARS BY STATE, 1994/95

State	1993/94 Total	1994/95 Total	% Change
New Jersey	1,006	919	-8.6
New Mexico	200	210	5.0
New York	4,620	4,599	-0.5
North Carolina	1,511	1,424	-5.8
North Dakota	174	53	-69.5
Ohio	1,681	1,862	10.8
Oklahoma	363	450	24.0
Oregon	878	715	-18.6
Pennsylvania	3,594	3,681	2.4
Rhode Island	281	341	21.4
South Carolina	486	469	-3.5
South Dakota	19	10	-47.4
Tennessee	1,105	1,197	8.3
Texas	3,610	3,574	-1.0
Utah	338	448	32.5
Vermont	228	207	-9.2
Virginia	1,030	1,015	-1.5
Washington	1,202	1,215	1.1
West Virginia	53	54	1.9
Wisconsin	1,044	750	-28.2
Wyoming	65	56	-13.8
Puerto Rico	56	32	-42.9
U.S. TOTAL	**59,981**	**58,074**	**-3.2**

13.5

PRIMARY ACTIVITY OF FOREIGN SCHOLARS IN THE UNITED STATES, 1991/92 - 1994/95

	Percent of Scholars		
Primary Function	**1991/92**	**1993/94**	**1994/95**
Teaching	11.9	12.1	12.2
Research	71.0	79.8	80.7
Both	17.1	8.1	7.1
TOTAL	**62,148**	**59,981**	**58,074**

13.6

MAJOR FIELD OF SPECIALIZATION OF FOREIGN SCHOLARS, 1993/94 - 1994/95

	Percent of Scholars	
Major Field of Specialization	**1993/94**	**1994/95**
Health Sciences	27.4	28.6
Life Sciences	13.1	14.1
Physical Sciences	14.7	12.8
Engineering	11.6	11.9
Social Sciences	4.6	4.0
Agriculture	3.7	3.4
Other	2.2	3.1
Business & Management	3.2	2.8
Mathematics	2.9	2.5
Computer & Information Sciences	2.3	2.3
Foreign Languages	2.2	2.3
Area & Ethnic Studies	1.7	1.8
Education	1.5	1.8
Letters	1.5	1.4
Visual & Performing Arts	1.6	1.2
Philosophy & Religion	1.1	1.1
Law	1.2	1.1
Psychology	0.9	0.9
Architecture & Environmental Design	0.7	0.7
Resource Development	0.7	0.6
Communications	0.6	0.6
Home Economics	0.4	0.4
Library Sciences	0.3	0.2
Marketing	0.1	0.1
TOTAL	**59,981**	**58,074**

- Research is the primary activity of most of the foreign scholars at U.S. universities around the country. Over three-quarters (81%) of the scholars here are involved solely in research activities. Only 12% were here primarily for teaching, and a smaller 7% were concerned with both. Since the early 1990s, there has been a marked shift away from research combined with teaching, perhaps reflecting a continuing debate on campuses about the role of foreign scholars in teaching activities, particularly at the undergraduate level. While research and graduate education are vital research university functions, a consensus has emerged that the central mission of these institutions is high quality undergraduate education. This emphasis may gradually have reduced the number of teaching posts for foreign scholars.

- The greatest share of scholars are concentrated in the fields of health sciences (28.6%) and life sciences (14.1%). The next largest group of fields are those most closely tied to the development of technologically-based industrial economies in the home countries of many foreign scholars. These fields include the physical sciences (12.8%), engineering (11.9%),

mathematics (2.5%) and computer sciences (2.3%). Despite current U.S. interests in the evolution of the global economy, business was the field of only 3% of the scholars. Social sciences and fields in the humanities also attracted less than 5% of the scholars.

- Most foreign scholars in the United States are male. Men outnumber women by almost three to one. The number of female scholars is increasing slightly. In the early 1990s, female scholars made up less than 25% of the scholar total; this year their share is 26%. In the foreign student population, the ratio of male to female students is closer to 60% – 40%.

- Foreign scholars most often arrive in the United States on J visas (77%). While J visas are granted to sponsored students, they are predominantly granted to exchange visitors who come to the United States in a teaching, trainee or research capacity. H visas, the temporary visa granted to persons of extraordinary ability and distinguished merit or to workers performing services unavailable outside the United States, are the visa type of 16% of the scholars. A smaller 7% are on other types of visas.

13.7

SEX OF FOREIGN SCHOLARS IN THE UNITED STATES, 1991/92 - 1994/95

	Percent of Foreign Scholars		
Gender	**1991/92**	**1993/94**	**1994/95**
Male	75.3	75.0	73.8
Female	24.7	25.0	26.2
TOTAL	**62,148**	**59,981**	**58,074**

13.8

VISA STATUS OF FOREIGN SCHOLARS IN THE UNITED STATES, 1993/94 - 1994/95

	Percent of Foreign Scholars	
Visa Status	**1993/94**	**1994/95**
J Visa	73.8	76.6
H Visa	17.8	16.0
Other	8.4	7.4
TOTAL	**59,981**	**58,074**

International Scholars: Evolving Global Collaborators

LAURA L. MORGAN
University of Miami

As competition for research grants heightens, higher education's institutions rely more on international talent to structure collaborative research. The international scholar fills a critical shortage of American post-doctoral researchers.

International scholars, being neither students nor permanent faculty, conduct research or teach or do both in a concentrated period of time, usually less than three years. This intellectual population enriches the university community for a brief period of exchange. Most are J-1 post-doctoral researchers, fellows and associates, or temporary faculty participating in the exchange program of the U.S. Information Agency (USIA) and governed by its regulations. Unlike immigration policy based on lottery or family reunification, the USIA regulations promote true exchange, and most J-1 scholars return to their home country.

Funding sources for the scholars include home country institutions, governments, granting agencies, departments or combinations of these. The host department may benefit financially, and valuable colleagues enrich U.S. education and research.

Thus American research, with international collaboration, may speed the resolution of global and universal problems through more rapidly achieved research ends. For example, collaboration in designing complex equipment in a U.S. lab which can be used for patient care in specialized populations around the world leads to rapid refinement design, thereby assisting in the diagnosis of neurological diseases.

One-third of all international scholars in Florida today are at the University of Miami in 48 departments representing 51 countries, and the number of international research scholars is increasing viably on the Coral Gables, Marine and Medical campuses.

The international scholar is a professional, often accompanied by a spouse and children, and requires individualized orientation and

Continued...

International Scholars: Evolving Global Collaborators

...Continued

specialized attention on entry and throughout the year, as well as assistance toward involvement in the Miami community to which they contribute economically.

The Department of International Scholar Services works closely with the scholar, family, mentor, the academic department and various agencies. The scholar and family members are assisted in maintaining compliance with USIA and INS regulations, and each U.S. funded scholar is introduced to IRS regulations through seminars and workshops. In addition to classes in English conversation, individualized orientation introduces cultural opportunities for enrichment.

Professional interactions and communication are enhanced through Phi Beta Delta, the national honor society for international scholars and their mentors. Each year faculty mentors and international scholars, who have published or participated extensively in scholarly pursuits, are inducted into the Beta Theta Chapter at the University of Miami. Through research seminars and interdisciplinary discussion, the members of Phi Beta Delta expand linkages across all academic fields.

Interchange has been immeasurably enhanced by scholars sharing their work – like the poetry of Brazil's foremost poet, Professor Nelida Pion, or the open Master classes in piano given by the renowned Russian Lazar Berman, or the mini-seminars on heart disease research in women by Dr. Jasenka Demirovic of the former Yugoslavia. Outstanding university professors enhance academic outreach, and personalize their field through Phi Beta Delta. These include the creative Dr. Claude Lindquist in computer engineering, Dr. Jean-Marie Parel in ophthalmology, Dr. Chris Mooers in marine geology and Dr. Julia Morton, who has written extensively about tropical plants.

The U.S. Congress addresses the issue of illegal immigration and the possibility of closing U.S. borders. It is imperative that we differentiate the massive inflow of illegal populations from the regulated exchange of individuals based on mutual professional selection.

As we approach the 50th anniversary of the late Senator William Fulbright's International Exchange Program, we reflect upon the continuing significance of his vision in developing humanistic understanding and cooperation globally. We commemorate his brilliant insight and actions by actively advocating his belief that international exchange is probably the most important and potentially rewarding of all of our foreign policy activities and endeavors essential for global survival.

Laura L. Morgan, director of International Scholar Services and USIA Responsible Officer at the University of Miami, is Beta Theta Chapter co-ordinator and vice president of the Southeast Region of Phi Beta Delta, the honor society for international scholars and their mentors.

14

About the Surveys

METHODOLOGY

■ **History of the Census**

Since its founding in 1919, the Institute of International Education (IIE) has conducted an annual census of foreign students in the United States. For the first 30 years this effort was carried out jointly by IIE and the Committee on Friendly Relations Among Foreign Students. IIE's first independent publication of the results of the annual census was *Education for One World,* containing data for the 1948/49 academic year. It was renamed *Open Doors* in 1954/55, and began receiving USIA support in the early 1970s. *Open Doors* is generally considered the primary source for basic statistics about foreign students in the United States. For the 1994/95 Annual Census IIE surveyed 2,758 accredited colleges and universities in the United States. The strong response to the *Open Doors* survey (97.3% in 1994/95) means that the survey constitutes a virtual census of the foreign student population.

■ **Research Methodology and Data Characteristics**

The data presented in *Open Doors* 1994/95 were obtained by the Research Division of the Institute of International Education through a survey conducted in fall 1994 and spring 1995 of campus officials in 2,758 regionally accredited institutions of higher education in the United States.

- **Response Rate.** Virtually all of the institutions surveyed, 2,684 or 97.3%, responded to the questionnaire, as is shown in Table 14.0. The response rate, although always high, has fluctuated over the history of the Census, reaching the lowest point in the mid-1970s. However, in the past decade, it has been very high, ranging from 92.6% in 1979/80 to 99.5% in 1987/88, then dipping to 92.8% in 1992/93 and increasing to 95.3% in 1993/94 and 97.3% this year.

- **Types of Responses.** Over nine-tenths (2,517) of the institutions that responded to the survey reported enrolling international students (Table 14.0). Of the schools with international students, a total of 338 (representing 13.4%) provided only total foreign student counts (Step 1), as shown in Table 14.1. The majority (86.6%), however, provided information not only on the total but on the students' countries of origin, fields of study, academic levels, sex and other characteristics (Step 2) as well.

- A very high proportion of the colleges and universities with foreign students sent data on all of the characteristics on the questionnaire, as Table 14.2

14.0

INSTITUTIONS SURVEYED AND TYPE OF RESPONSE, SELECTED YEARS 1964/65 - 1994/95

Year	Institutions Surveyed	Institutions w/Foreign Students	Institutions w/o Foreign Students	Total Institutions Responding	% Response
1964/65	2,556	1,859	434	2,293	89.7
1969/70	2,859	1,734	265	1,999	69.9
1974/75	3,085	1,760	148	1,908	61.8
1979/80	3,186	2,651	299	2,950	92.6
1984/85	2,833	2,492	274	2,766	97.6
1989/90	2,891	2,546	294	2,840	98.2
1990/91	2,879	2,543	241	2,784	96.7
1991/92	2,823	2,436	228	2,646	94.4
1992/93	2,783	2,417	166	2,583	92.8
1993/94	2,743	2,451	163	2,614	95.3
1994/95	2,758	2,517	167	2,684	97.3

14.1

INSTITUTIONS REPORTING FOREIGN STUDENTS AND TYPE OF RESPONSE, 1993/94 - 1994/95

	1993/94		1994/95	
Type of Response	**Number**	**%**	**Number**	**%**
Total Only- STEP 1	486	19.8	338	13.4
Institutional Data-STEP 2	2,128	86.8	2,178	86.6
Individual Data- STEP 3	1,745	71.2	-[1]	-[1]
TOTAL	**2,614**		2,517	

[1] Step 3 data collected biannually, so none requested in 1994/95.

14.2

INSTITUTIONS REPORTING FOREIGN STUDENTS BY INDIVIDUAL VARIABLES, 1994/95

Category	Base Number	% of Foreign Students'
Country of Origin	404,058	89.3
Sex	396,505	87.6
Field of Study	379,246	83.8
Visa (Immigration) Status	375,818	83.0
Enrollement Status	370,203	81.8
Academic Level	363,157	80.2
Marital Status	239,638	52.9
Primary Source of Funds	198,427	43.8
Total Reported	**452,635**	

' For whom data was available.

shows. Some variables commanded a greater number of responses: data on academic level exist for 80.2% of all foreign students reported, country of origin information for 89.3% and field of study breakdowns for 83.8%. Conversely information on the students' primary source of funding and on their marital status is available for only about half of the total number reported (43.8% and 52.9%, respectively).

- The accuracy of this survey or any survey depends upon the joint effect of sampling and nonsampling errors. The data reported here would be somewhat different if a complete census had been obtained. Nonsampling errors arise because of problems in survey design, data processing and non-response bias. In general the effects of nonsampling errors are both harder to detect and lead to greater caution in interpretation than error arising from sample variability.

- **Imputation.** Throughout this document student counts other than the total foreign student enrollment are determined by imputation. Estimates of the number of students from each country of origin, field of study, academic level and all other

breakdowns are imputed from the world total of 452,635 foreign students, which is the actual number of all non-immigrant students reported in the survey in 1994/95. For each imputation, base or raw counts were multiplied by a correction factor which reflects the ratio of difference between the sum of the categories being imputed and the world total. For example, the sum of the number of all students with country of origin data in this year's Census was 404,058. The ratio of the total reported number of foreign students to those with reported country information is 1.12022284. Thus the imputed number of students from each country is derived by multiplying each separate country's base or raw student count by 1.12022284. It should be noted that foreign student numbers vary slightly within this publication. In some tables, the total number of foreign students is listed as 452,635, while in others the total is rounded to 452,630. Also due to rounding, percentages do not always add up to 100%. This is also true for some imputations. In these instances the total percent column is listed as 100% to indicate that all categories are accounted for.

■ **Analytic Notes.** Much of the weight of analysis in this report is born by figures and data maps. The use of these graphic devices poses problems that are not shared by numerical analysis. The key difficulty is that there is not a commonly accepted set of fast standards for the production of figures. In this report we have attempted to follow the guidelines for graphical excellence described by Edward Tufte in *The Visual Display of Quantitative Information* (1983) and *Envisioning Information* (1990). In general we have attempted to keep

14.3
PLACES OF ORIGIN IN WORLD REGIONS

1000 AFRICA

1100 Eastern Africa

1115 Burundi
1120 Comoros
1105 Djibouti
1195 Eritrea
1125 Ethiopia
1130 Kenya
1135 Madagascar
1140 Malawi
1145 Mauritius
1150 Mozambique
1155 Reunion
1165 Rwanda
1170 Seychelles
1175 Somalia
1180 Tanzania
1185 Uganda
1190 Zambia
1160 Zimbabwe

1200 Central Africa

1210 Angola
1220 Cameroon
1230 Central African Rep
1240 Chad
1250 Congo
1260 Equatorial Guinea
1270 Gabon
1280 Sao Tomé & Principe
1290 Zaire

1300 North Africa

1310 Algeria
1320 Canary islands
1330 Egypt
1340 Libya
1350 Morocco
1370 Sudan
1380 Tunisia
1360 Western Sahara

1400 Southern Africa

1410 Botswana
1420 Lesotho
1430 Namibia
1440 South Africa
1450 Swaziland

1500 West Africa

1510 Benin
1585 Burkina Faso
1505 Cape Verde
1535 Cote D'Ivoire
1515 Gambia
1520 Ghana
1525 Guinea
1530 Guinea-Bissau
1540 Liberia
1545 Mali
1550 Mauritania
1555 Niger
1560 Nigeria
1565 St. Helena
1570 Senegal
1575 Sierra Leone
1580 Togo

2000 ASIA

2100 East Asia

2110 China
2120 Taiwan
2130 Hong Kong
2140 Japan
2150 Korea, Democratic People's Rep of
2160 Korea, Republic of
2170 Macao
2180 Mongolia

2200 South and Central Asia

2205 Afghanistan
2210 Bangladesh
2215 Bhutan
2220 India
2260 Kazakhstan
2265 Kyrgyzstan
2225 Maldives, Rep of

14.3 (cont.)

PLACES OF ORIGIN IN WORLD REGIONS

2230 Nepal
2235 Pakistan
2245 Sri Lanka
2270 Tajikistan
2250 Turkmenistan
2255 Uzbekistan

2300 Southeast Asia
2305 Brunei
2320 Cambodia
2315 Indonesia
2325 Laos
2330 Malaysia
2310 Myanmar
2335 Philippines
2345 Singapore
2350 Thailand
2360 Vietnam

3000 EUROPE

3100 Eastern Europe
3110 Albania
3189 Armenia
3174 Azerbaijan
3181 Belarus
3193 Bosnia & Herzegovina
3120 Bulgaria
3191 Croatia
3131 Czech Republic
3130 Czechoslovakia (frmr)
3183 Estonia
3188 Georgia
3150 Hungary
3184 Latvia
3185 Lithuania
3187 Moldova
3160 Poland
3170 Romania
3186 Russia
3132 Slovakia
3192 Slovenia
3182 Ukraine
3180 U.S.S.R.(former)
3190 Yugoslavia (former)

3200 Western Europe
3203 Andorra
3206 Austria
3210 Belgium
3213 Denmark
3220 Finland
3223 France
3226 Germany
3233 Gibraltar
3236 Greece
3243 Iceland
3246 Ireland
3250 Italy
3253 Liechtenstein
3256 Luxembourg
3260 Malta
3263 Monaco
3266 Netherlands
3270 Norway
3273 Portugal
3276 San Marino
3280 Spain
3283 Sweden
3286 Switzerland
3290 United Kingdom
3240 Vatican City

4000 LATIN AMERICA

4100 Caribbean
4103 Aruba
4105 Bahamas
4110 Barbados
4115 Cayman Islands
4120 Cuba
4125 Dominican Republic
4130 Guadeloupe
4135 Haiti
4140 Jamaica
4150 Leeward Islands
4155 Anguilla
4151 Antigua
4152 British Virgin Islands
4153 Montserrat

our figures clean to maximize "data ink" and to minimize "chart junk." Further we have attempted to build multivariate figures. These figures, such as the bar chart matrix in Section 6 or the multiple map displays in Section 7, require the reader to spend some moments exploring the figures. Our broader intention is to invite discussion, thought and further analysis of student flow data. In the production of our data maps, Tufte's work and Mark Monmonier's volume *How to Lie With Maps* (1991) were helpful. The chances for distortion using data maps are many times greater than for figures. The look and feel of our graphics has been heavily influenced by the graphic excellence of the map and figure displays regularly carried in the *New York Times*. Individuals such as Ty Ahmad-Taylor and Anne Cronin are among those whose work in the *Times* regularly exemplifies the kind of excellence in figurative displays we hope to emulate. In building data maps we have used two principal means to establish grouping categories. For some maps categorizations were made by constructing intervals by means of searching for a "natural break" in the data. For other displays, the "natural break" technique was customized for clarity. Maps are typically dense multi-layered objects which have an aesthetic quality of their own. In our use of maps we have stripped down their individual information density to better tell a single story. The reader is encouraged to view each map together with others. In considering a series of maps, rather than individual ones in isolation, a reader can add back layers of meaning.

■ **Country Classification System.** The classification of countries into regional groupings reported in Section 2 of this report follows IIE practices which were originated when the *Open Doors* Census was first conducted in 1954.

■ **Guidelines for Release of Census Data.**

Reports based on Census data are available to individuals, agencies or corporations for clearly identified purposes of scholarly research, public information or employment recruitment. Reports will be produced for employment recruitment purposes only when the employer has indicated that the openings are for employment in the students' home countries or, in some instances, home regions; students' obligations to the sponsors of their study in the United States and/or to their own governments will be respected; and the corporation or agency does not engage in discriminatory practices. Student names obtained as a by-product of the Census will not be released in any case.

The Institute of International Education reserves the right to request that the proposed use of data be documented and to withhold data when the request is not deemed to be for appropriate scholarly, public information or employment recruitment purposes.

■ **SelectedTerms**

Foreign Student. A foreign student is defined as anyone who is enrolled in courses at institutions of higher education in the United States who is not a U.S. citizen, an immigrant (permanent resident) or a refugee.

F Visa. A student visa granted to bona fide students who satisfy requirements for pursuing a full program of study who enter the United States for a temporary stay and solely to study.

H Visa. A temporary visa, given to persons of extraordinary ability, workers of distinguished merit and ability, workers performing services unavailable in the United States and some trainees.

J Visa. A temporary exchange-visitor visa granted for a variety of educational purposes to students, trainees, teachers, professors, research scholars, international visitors or professional trainees.

14.3 (cont.)

PLACES OF ORIGIN IN WORLD REGIONS

4154	St. Kitts-Nevis
4160	Martinique
4170	Netherlands Antilles
4180	Trinidad & Tobago
4185	Turks & Caicos Isles
4190	Windward Islands
4191	Dominica
4192	Grenada
4193	St. Lucia
4194	St. Vincent
4200	**Cntrl Amer/Mexico**
4210	Belize
4230	Costa Rica
4240	El Salvador
4250	Guatemala
4260	Honduras
4270	Mexico
4280	Nicaragua
4290	Panama
4300	**South America**
4305	Argentina
4310	Bolivia
4315	Brazil
4320	Chile
4325	Colombia
4330	Ecuador
4335	Falkland Islands
4340	French Guyana
4345	Guyana
4350	Paraguay
4355	Peru
4360	Suriname
4365	Uruguay
4370	Venezuela
2400	**MIDDLE EAST**
2405	Bahrain
2410	Cyprus
2415	Iran
2420	Iraq
2425	Israel
2430	Jordan
2435	Kuwait
2440	Lebanon
2445	Oman
2450	Qatar
2455	Saudi Arabia
2460	Syria
2465	Turkey
2470	United Arab Emirates
2485	Yemen
5000	**NORTH AMERICA**
5110	Bermuda
5120	Canada
6000	**OCEANIA**
6100	**Australia & New Zealand**
6110	Australia
6120	New Zealand
6200	**Pacific Ocean Island Areas**
6210	Cook Islands
6215	Fiji
6220	French Polynesia
6225	Kiribati
6227	Marshall Islands
6260	Micronesia, Federated States of
6230	Nauru
6235	New Caledonia
6250	Niue
6255	Norfolk Island
6263	Palau
6240	Papua New Guinea
6205	Solomon Islands
6270	Tonga
6271	Tuvalu
6245	Vanuatu
6275	Wallis & Futuna Isles
6280	Western Samoa

14.4

MAJOR FIELD OF STUDY CATEGORIES*

AGRICULTURE
- 01 Agricultural, Business and Production
- 02 Agricultural Sciences
- 03 Conservation and Renewable Natural Resources

ARCHITECTURE AND RELATED PROGRAMS
- 04 Architecture and Related Programs

AREA, ETHNIC AND CULTURAL STUDIES
- 05 Area, Ethnic and Cultural Studies

BUSINESS MANAGEMENT AND ADMINISTRATIVE SERVICES
- 52 Business Management and Administrative Services
- 08 Marketing Operations and Distribution

COMMUNICATIONS
- 09 Communications
- 10 Communication Technologies

COMPUTER AND INFORMATION SCIENCES
- 11 Computer and Information Sciences

PERSONAL AND MISCELLANEOUS SERVICES
- 12 Personal and Miscellaneous Services

EDUCATION
- 13 Education

ENGINEERING
- 14 Engineering
- 15 Engineering-Related Technologies

FOREIGN LANGUAGES AND LITERATURE
- 16 Foreign Languages and Literature

HEALTH
- 51 Health Professions and Related Sciences

HOME ECONOMICS
- 19 Home Economics
- 20 Vocational Home Economics

LAW AND LEGAL STUDIES
- 22 Law and Legal Studies

ENGLISH LANGUAGE AND LITERATURE/LETTERS
- 23 English Language and Literature/Letters

LIBERAL/GENERAL STUDIES
- 24 Liberal/General Studies

LIBRARY SCIENCES
- 25 Library Sciences

LIFE SCIENCES
- 26 Biological Sciences/Life Sciences

MATHEMATICS
- 27 Mathematics

MILITARY TECHNOLOGY
- 29 Military Technologies

MULTI/INTERDISCIPLINARY STUDIES
- 30 Multi/Interdisciplinary Studies

PARKS, RECREATION, LEISURE AND FITNESS STUDIES
- 31 Parks, Recreation and Leisure Studies

PHILOSOPHY AND RELIGION
- 38 Philosophy
- 39 Theological Studies and Religion Vocations

PHYSICAL SCIENCES
- 40 Physical Sciences
- 41 Sciences Technologies

PSYCHOLOGY
- 42 Psychology

PROTECTIVE SERVICES AND PUBLIC ADMINISTRATION
- 43 Protective Services
- 44 Public Administration and Services

SOCIAL SCIENCES AND HISTORY
- 45 Social Sciences

TRADE AND INDUSTRIAL
- 46 Construction Trades
- 47 Mechanics and Repairers
- 48 Precision Production
- 49 Transportation and Material Moving

VISUAL AND PERFORMING ARTS
- 50 Visual and Performing Arts

INTENSIVE ENGLISH LANGUAGE
- 60 Intensive English Language

UNDECLARED
- 90 Undeclared

*Source: National Center for Educational Statistics, *Classification of Instructional Programs, 1990* (Washington, D.C.: NCES, 1991).

M Visa. Issued to students enrolled in a vocational training course (other than English language training) in the United States.

Fields of Study. The fields of study used in this book are those from *A Classification of Instructional Programs 1990*, published by the U.S. Department of Education, National Center for Education Statistics (NCES). See Table 14.4 for a list of major fields of study.

U.S. Regions used in this study are composed of states and territories as indicated in Table 14.5.

■ About the IEP Survey

Using the latest edition of *English Language and Orientation Programs in the United States* (New York, IIE, 1992) as a directory of IEPs, IIE surveyed 494 programs offering a minimum of 15 hours of classroom instruction per week. Some of these programs are sponsored by colleges or universities, while others are sponsored by independent organizations. Officials connected with each program were asked to report the total number of foreign (non-immigrant, non-refugee) students enrolled in their program during the fall of 1994 and to give a breakdown by sex, visa type and geographic origin. This year, data on the number of individuals enrolled in the spring and summer was also collected. Officials were also asked to indicate whether information on these students was also reported in the Census. A list of the IEPs surveyed and the enrollment in each responding program are contained in the disk in the back of this publication. Of the 494 programs surveyed, 434 (87.9%) responded. The findings reported in this section include students in both the college- or university-affiliated IEPs and the independent English language programs. In this survey 312 schools responded to only the IEP survey and 181 also responded to the Annual Census. It should be noted that foreign students in college- or university-sponsored programs are also included in the Annual

14.5

STATES WITHIN U.S. REGIONS

NORTHEAST	State Code
Connecticut	16
Maine	11
Massachusetts	14
New Hampshire	12
New Jersey	22
New York	21
Pennsylvania	23
Rhode Island	15
Vermont	13
SOUTH	
Alabama	63
Arkansas	71
Delaware	51
District of Columbia	53
Florida	59
Georgia	58
Kentucky	61
Louisiana	72
Maryland	52
Mississippi	64
North Carolina	56
South Carolina	57
Tennessee	62
Virginia	54
West Virginia	55
SOUTHWEST	
Arizona	86
New Mexico	85
Oklahoma	73
Texas	74

14.5 (cont.)

STATES WITHIN U.S. REGIONS

MIDWEST	State code
Illinois	33
Indiana	32
Iowa	42
Kansas	47
Michigan	34
Minnesota	41
Missouri	43
Nebraska	46
North Dakota	44
Ohio	31
South Dakota	45
Wisconsin	35
MOUNTAIN	
Colorado	84
Idaho	82
Montana	81
Nevada	88
Utah	87
Wyoming	83
PACIFIC	
Alaska	94
California	93
Hawaii	95
Oregon	92
Washington	91
OTHER	
Guam	90
Puerto Rico	98
Virgin Islands	96

Census of Foreign Students. The number of foreign students enrolled in independent programs and not counted in the Census is 29,957.

■ **About the Foreign Scholar Survey**

In 1989/90, IIE conducted a pilot survey of approximately 200 major research universities in the United States to determine the number and characteristics of foreign scholars. A second survey was conducted, including a larger number of institutions, in 1991/92 and again in 1993/94. The 1994/95 survey is the third effort following the 1989/90 pilot. The Foreign Scholars survey measures the flow of foreign scholars to doctoral degree-granting institutions of higher education.

The foreign scholars who are at other types of institutions, such as the National Institutes of Health (NIH) and other national research labs, are not included in this survey, even though they receive substantial numbers of foreign scholars. The 1994/95 foreign scholars survey was mailed to a total of 403 doctoral degree-granting institutions throughout the United States, since most foreign scholars are likely to be in such schools. The 1989 *Summary Report of the Survey of Earned Doctorates* (National Research Council: Washington, D.C.: National Academy Press, 1990) was used as an initial reference source for determining which institutions were to be included in the survey. This basic list was supplemented by institutions who identified themselves as offering a doctoral program in the College Board's annual survey of higher education institutions. For the purposes of this survey, foreign scholars are defined as non-immigrant, non-student academics (teachers and/or researchers). The institutions polled were asked to give us as much information as possible on scholars who were at their institutions in the period from June 1, 1994 to May 31, 1995. The forms requested information on the primary function of the scholars (research, teaching or both), on

their geographic origin, field of specialization, sex and immigration status.

Responses were received from 374 of the 403 institutions polled, a response rate of 92.8%, which is up from the 86.1% obtained last year. Not all universities reporting foreign scholars in 1994/95 were able to provide detailed information on the characteristics of their scholars. The proportion of institutions that were able to give breakdowns for individual variables ranged from 92.4% for visa status to 75.2% for primary function. Detailed data on country of origin are available for 86.6% of the total number of scholars reported, on field of specialization for 90.5% and on sex for 83.2%. While this overall response rate is satisfactory for drawing a general picture of the flows and characteristic of foreign scholars in the United States, the data has limitations. First, the definition of a "foreign scholar" is left up to the reporting institution. Some institutions report only those individuals who have completed terminal degrees, who are working as researchers or teachers and who are not taking further course work. Other institutions will report individuals who may also be teaching or

14.6

RESPONSE RATE TO INDIVIDUAL VARIABLES, FOREIGN SCHOLAR SURVEY, 1993/94 - 1994/95

	1993/94 Percent	1993/94 Number	1994/95 Percent	1994/95 Number
Visa Status	94.0	56,382	92.4	53,660
Country of Origin	92.6	55,542	86.6	50,292
Field of Specialization	78.0	46,785	90.5	52,557
Sex	78.0	46,785	83.2	48,318
Primary Function	71.4	42,826	75.2	43,672
Total		**59,981**		**58,074**

doing research and who are taking course work. Shifts in definition within an institution over time may also have affected the number of scholars reported. Second, participation in this survey by major academic research institutions is not uniform throughout the country. The occasional or uneven participation by large institutions which may host over 1,000 foreign scholars may affect overall state participation rates as well as bias other variables such as field of specialization or primary function.

■ About the U.S. Study Abroad Survey

In 1985/86, in response to strong interest in U.S. higher education circles, IIE designed a new survey to gauge study abroad flows. This methodology yields the most comprehensive data on U.S. study abroad, capturing students going abroad through programs sponsored by a U.S. university or other entity, as well as those directly enrolled in overseas institutions. Until this year the survey has been carried out biennially; the 1993/94 survey is the fifth in the series and marks the first of the annual study abroad surveys.

This survey focuses on study abroad for academic credit. The study abroad population has been narrowly defined as only those students who received

14.7

ANNUAL CENSUS AND INDIVIDUAL DATA SURVEY, RESPONSE RATES 1979/80 - 1993/94

	Institutions				Students			
Year	Number Surveyed	Number Responding to Open Doors	% Responding	Number w/ Foreign Students	Number Responding to Profiles	% of Schools w/ Foreign Students	Reported In Open Doors	Reported in Profiles
1979/80	3,186	2,950	92.6	2,651	1,961	74.0	286,340	158,240
1981/82	2,862	2,693	94.1	2,454	1,845	75.2	326,300	197,089
1983/84	2,844	2,766	97.3	2,498	2,007	80.3	338,890	216,280
1985/86	2,902	2,803	96.6	2,507	2,116	84.4	343,780	227,966
1987/88	2,893	2,878	99.5	2,552	1,925	75.4	356,190	225,999
1989/90	2,891	2,840	98.2	2,546	2,002	78.6	386,850	252,998
1991/92	2,823	2,646	94.4	2,436	1,849	75.9	419,590	273,321
1993/94	2,743	2,614	95.3	2,451	1,745	71.2	449,749	258,300

academic credit from a U.S. accredited institution of higher education after they returned from their study abroad experience. Students studying abroad without credit transfers are not included here. Also not included are U.S. students enrolled overseas for degrees, as reported in UNESCO figures. The number of students who receive academic credit is inevitably lower than the number of all students who go abroad. Hence, the figures presented here give a conservative picture of study abroad activity.

Survey forms were sent to 1,195 accredited colleges and universities throughout the United States which either had reported study abroad students in one of the three previous surveys, or were listed as having study abroad programs in IIE's *Academic Year Abroad* and *Vacation Study Abroad*. Campus officials were asked to provide information on the total number of their own students (students intending to receive their degree from the home institution) to whom they awarded credit for study abroad in 1993/94, including the summer of 1994. They were also asked to provide breakdowns, where possible, on the duration of their study; their academic level, program sponsorship, institutional policies for the award of financial aid, sex, race/ethnicity and current major field of study; and on the countries in which they studied.

This year study abroad officials reported only students studying toward a degree at their institution who participated in study abroad, regardless of whether the reporting school awarded the first credit for the study abroad activity. The purpose of this change was to tie study abroad activity closely to each home campus. Study abroad information was obtained from 1,009 or 84.8% of the 1,195

14.8

RESPONSE RATE TO INDIVIDUAL VARIABLES, STUDY ABROAD SURVEY, 1991/92 - 1993/94

	1991/92		1993/94	
Category	**Number**	**Percent**	**Number**	**Percent**
Host Country	59,503	83.6	69,673	91.3
Field of Study	32,867	46.2	65,792	86.2
Academic Level	46,277	65.0	61,091	80.1
Sex	44,532	62.6	61,307	80.3
Duration of Study	56,484	79.4	71,031	93.1
Race/Ethnicity	-	-	33,067	43.3
Program Sponsorship	-	-	69,224	90.7
Students Reported	71,154	-	76,302	-

14.9

FOREIGN STUDENT CHARACTERISTICS: ANNUAL CENSUS AND INDIVIDUAL DATA SURVEY, 1993/94

CHARACTERISTIC	Step 2 Annual Census 1993/94	Step 3 Individual Data Survey
WORLD REGION		
Africa	4.6	4.6
Asia	58.9	59.1
Europe	13.9	13.8
Latin America	10.1	9.9
Middle East	6.6	6.4
North America	5.2	5.3
Oceania	0.9	0.8
FIELD OF STUDY		
Agriculture	2.1	1.7
Business and Management	19.4	18.6
Education	3.0	3.2
Engineering	16.9	16.6
Fine and Applied Arts	5.4	4.9
Health Sciences	4.4	4.0
Humanities	3.8	3.6
Math and Computer Sciences	8.0	7.4
Physical and Life Sciences	8.8	8.4
Social Sciences	7.9	8.0
Other	8.8	7.8
Intensive English Language	3.8	2.1
Undeclared	7.6	6.5
SEX		
Male	62.1	63.1
Female	37.9	36.9
ACADEMIC LEVEL		
Associate	10.3	9.0
Bachelor	37.2	41.2
Total Undergraduate	47.5	50.2
Graduate	44.7	44.8
Other	7.8	5.0

surveyed institutions. Of the schools that responded, 173 did not award any study abroad credit in 1993/94, while 836 reported granting credit for study abroad. (A list of the institutions responding to the survey, and the number of students to whom each awarded study abroad credit, is contained in the disk in the back of this publication.)

Not all institutions that reported giving credit for study abroad in 1993/94 provided detailed information about the characteristics of the students, as shown in Table 14.6. The proportion of schools that gave breakdowns for individual variables ranged from 43.5% for race/ethnicity to 93.4% for duration of the sojourn.

■ **About the Individual Data Survey (*Profiles*)**

Section 5 contains the results of a biennial survey of all regionally accredited two- and four-year institutions of higher education in the United States (as listed in the *HEP 1993 Higher Education Directory*). The survey was conducted from fall 1993 to spring 1994, in conjunction with the Annual Census of Foreign Students in the United States. The results of both of these projects are published in this edition of *Open Doors*. The survey is known as the Individual Data Survey or, because it calls for more in-depth data than those collected in the two stages or steps of the Annual Census, the "Step 3" survey. It asks college and university officials for information on the country of citizenship, field of study, academic level, sex and primary source of financial support of each foreign student separately. In previous years the results of the Individual Data Survey were published in the now discontinued *Profiles* publication.

The Individual Data Survey was mailed to the same 2,758 regionally accredited institutions of higher education to which the Annual Census of Foreign Students was sent. (The *HEP 1993 Higher Education Directory* was used as the reference for accreditation status of institutions). Since completing the Individual Data Survey form is a very time-consuming task and since a number of schools simply do not have the needed data,

not all institutions were able to submit the detailed data this survey calls for. Thus, only 1,745, or 71.2%, of the 2,451 institutions with international students provided detailed Step 3 data in 1993/94. As shown in Table 14.9, these institutions enrolled a total of 258,300 international students, who represent almost two-thirds (57.4%) of the 449,749 students reported on the Annual Census. This discrepancy, between the proportion of schools responding to the survey and the number of students reported, reflects the inability of a proportion of institutions with large foreign student enrollments to provide detailed Step 3 data.

Although complete information was not provided for every individual, as Table 14.10 shows, the response rate on all but one major characteristic was high, ranging from 88% to 98.6%. The exception primary source of support, which was given for only 33.4% of the students reported on in the Step 3 survey. Analysis of this variable, therefore, is not included although it is available for supplementary studies.

Statistical evidence is strong for the assumption that Step 3 data are representative of Census data. The characteristics of students in the two surveys (nationality, field of study, academic level and sex) are quite similar, as can be seen in Table 14.9. Also, the distribution of these students in the United States closely matches the distribution of those responding to the Census. Therefore, Step 3 (or *Profiles*) data may be assumed to be representative of Census (or *Open Doors*) data.

The interested reader can combine Census data and Individual data (Step 3) analyses reported in Section 5 to obtain information not available from either alone. For instance, it is known from Section 5 - Table 5.0 that, in 1993/94, 18.5% of the German students were studying business and from *Open Doors* 1993/94 that the total number of German students reported was 8,510. By taking 18.5% of 8,510 (8,510 multiplied by 0.185) one can estimate that the total number of German students in this field was approximately 1,574.

14.9 (cont.)

FOREIGN STUDENT CHARACTERISTICS: ANNUAL CENSUS AND INDIVIDUAL DATA SURVEY, 1993/94

CHARACTERISTIC	Step 2 Annual Census 1993/94	Step 3 Individual Data Survey
U.S. REGION		
Northeast	25.0	22.4
Midwest	23.2	26.6
South	19.9	20.0
Pacific	17.7	13.4
Southwest	10.0	12.2
Mountain	3.8	5.0
Other	0.3	0.4
TOTAL STUDENTS REPORTED	**449,749**	**258,300**

14.10

INDIVIDUAL DATA SURVEY: RESPONSE RATE TO MAJOR FOREIGN STUDENT CHARACTERISTICS, 1993/94

CHARACTERISTICS	Number of Students Reported	% of All Students 258,300
Nationality	254,719	98.6
Sex	227,184	88.0
Academic Level	236,141	91.4
Field of Study	239,614	92.8
Primary Source of Support	86,233	33.4

ODSTATS

Data on Demand Quickly ...Easily

THE CARE AND FEEDING OF ODSTATS

- ODSTATS was developed in response to requests from many users who wanted to have access to student mobility data so that they could perform analysis of their own choosing. As interest in mobility data has increased, so too has the interest of many policy makers and analysts who wish to join specialized data sets with *Open Doors* data. Users interested in the management of university enrollments have created their own comparison groups and policy analysts have added country based economic indicators. We are interested in the kinds of questions users pose of these data sets and comments and suggestions for future versions of ODSTATS are welcome. Comments may be directed to: Director, Research Division; Institute of International Education; 809 UN Plaza; New York, NY 10017 or via E-mail at tdavis@iie.org.

WHY ODSTATS?

- This electronic data boutique was developed to allow all users maximum access to the basic tables most frequently called for by users of student mobility data published in *Open Doors*. The user community consists of individuals who operate on a wide variety of computer systems and who have a range of interests and capabilities. For these reasons we have elected to present this data in two file formats: 1) DOS ASCII Tab delimited files – (the .txt files) and 2) Microsoft Excel spreadsheet files (the .xls files). The separate files are presented on a single 3 1/2 inch diskette bound into the *Open Doors 1994/95* edition.

WHAT'S IN ODSTATS?

- ODSTATS contains 10 files in each format (20 files in total). The individual files and variables contained in each are as follows:

1. *APP-A-94: (.txt or .xls, in each instance)* **Foreign Student Enrollment by Institution** - Breakdown by state of every responding institution to the annual survey. Variables include the unique NRC code, institutional name, city, 1993/94 foreign student totals, 1994/95 foreign student totals, percent change, state total and actual/estimate flag.

2. *APP-B-94:* **Intensive English Program Student Enrollment by Institution** - Breakdown by state of every responding institution to the IEP survey. Variables include the unique NRC code, institutional name, city, 1993/94 IEP student totals, 1994/95 IEP student totals, percent change and state total.

3. *APP-C-94:* **Foreign Scholar Enrollment by Institution** - Breakdown by state of every responding institution to the Foreign Scholar Survey. Variables include the unique NRC code, institutional name, city, 1993/94 foreign scholar totals, 1994/95 foreign scholar totals, percent change, state total and response flag.

4. *APP-D-94:* **U.S. Study Abroad Enrollment by Institution** - Breakdown by state of every responding institution to the U.S. Study Abroad Survey. Variables include the unique NRC code, institutional name, city, response flag, 1993/94 U.S. Study Abroad total and state total.

5. *TB3-0:* **Foreign Student Totals by Places of Origin, 1993/94 & 1994/95** - *An electronic version of Table 3.0 of this volume.* Foreign student totals by country for the years 1993/94 and 1994/95, percent change with countries grouped by region and sub-region.

6. *TB4-0:* **Foreign Student Totals by Academic Level, 1994/95** - Foreign student totals for undergraduates, graduate students and those classified as others and totals by country for the year 1994/95. Countries are grouped by region and sub-region.

7. *TB2-5PRF:* **Field of Study of Foreign Students by Leading Country within World Region of Origin, Selected Years, 1949/50 - 1993/94** - *An update of Table 2.5 of Profiles 91/92.* Percent of enrollment in 13 fields of study by foreign students in 28 leading places of origin and total number reported in Step 3.

8. *CNTY-FOS:* **Place of Origin of Foreign Students by Field of Study, 1993/94** - Percentage of foreign students enrolled in 13 fields of study for all countries and total number reported in Step 2 and Step 3.

9. *ENG-BUS*. **Country of Origin of Foreign Students within Engineering, Business and Economics Subfields, 1993/94** - Percentage enrollments and total number reported in step 3.

10. *CNTY-SEX*. **Gender of Foreign Students by Place of Origin, 1993/94** - Country, percent male, percent female and total number of students reported in step 3.

GETTING INTO ODSTATS

- The files on ODSTATS can be read by virtually all computer systems. Before you use ODSTATS remember to write protect the original diskette by closing the write protect tab on the diskette. If you intend to use ODSTATS directly from the diskette be sure to make a backup copy, placing the original diskette in a safe place. For DOS/Windows systems copy ODSTATS from drive A to a directory on your hard drive using the copy procedure appropriate to your system. The files on the diskette occupy over a megabyte of disk space. For Macintosh users, the superdrive will accommodate this diskette. Consult your user's manual for instructions on the use of the Apple File Exchange application, the dos-mac file translation utility provided with every Macintosh.

- ODSTATS files can be opened by any spreadsheet, database and word processing software that can read a tab delimited ASCII file or an Excel 3.0 spread sheet file. Once you have opened an ODSTATS file you can manipulate the data and export it in any way that your application allows.
  ODSTATS ".xls" files are Microsoft Excel (version 3.0) spreadsheet files. We have chosen to include the Excel files on this disk because Excel files are recognized by many other spreadsheet and database programs (including Lotus 123, Quattro Pro, Access, Paradox and Dbase) and can be easily opened in or imported to those programs. If your database program does not import Excel files we suggest you use the ASCII text, tab-delimited or ".txt" files.

  Tip: Excel files can also be imported into Word Perfect version 5.1 or higher. Simply start Word Perfect and open the file with the .xls extension. Word Perfect will import the file and present it in table format. Font, pagesize, margins and column widths can be adjusted to make most tables fit an 11 x 8.5 inch landscape page size.

  ODSTATS ".txt" files are DOS ASCII, tab-delimited text files which can be opened in most word processing programs as well as in spreadsheet and database programs. If you choose to open these files in a word processing program, the tabs may need to be adjusted to line up properly. We recommend that these files be used for uploading to microcomputer databases or to mainframe computers.

SO NOW WHAT?

- ODSTATS was created to serve a variety of uses of which some are listed here. Let us know of your particular application!
- Developing institutional comparisons for student recruitment
- Evaluating the effectiveness of different institutional practices with respect to international students by matching ODSTATS data with other institutional data available from the College Board
- Comparing states and regional groupings of states
- Comparing city totals and major metropolitan area totals
- Examining the effectiveness of international aid policies by tracking student flows for selected countries or country groupings
- Comparing national flow data over time with institutional data on foreign students over time
- Assessing institutional strengths and focusing recruitment efforts on groups of students likely to have special interests in particular academic programs

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